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ABSTRACT

This manual on curriculum adaptation for inclusive classrooms was developed as part of the PEERS (Providing Education for Everyone in Regular Schools) Project, a 5-year collaborative systems change project in California to facilitate the integration of students with severe disabilities previously at special centers into services at regular school sites and the integration of students in special classes in regular schools into general education. After an introduction, which provides a historical perspective on the concept of inclusive education and notes activities of the National Full Inclusion Site Network, the manual is divided into four sections with content on: (1) service delivery models (including itinerant categorical and non-categorical specialized support, considerations in service delivery model development, and policies and procedures that support inclusion); (2) building level support and strategies (e.g., administrative leadership, a positive and accepting school climate and culture, and collaborative team structures); (3) classroom-based strategies (e.g., an array of instructional supports, measuring outcomes, and meeting a variety of needs in a typical classroom); and (4) student-specific strategies (designing an individual program, curriculum adaptation strategies, data gathering procedures, and supportive planning strategies). Appendices list network members, offer PEERS guidelines, and include sample individualized program development forms. (Contains 100 references.) (DB)

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CURRICULUM ADAPTATION FOR INCLUSIVE CLASSROOMS

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I. INTRODUCTION

By: Dotty Kelly

Overview of Manual Development

The California Research Institute (CRI) at San Francisco State University is a five year (1987-1992) federally-funded cooperative agreement to conduct research related to integration and to support integration of students with severe disabilities through technical assistance to the first five systems change project states. CRI conducted annual needs assessments with these federally funded systems change states (Kentucky, California, Colorado, Illinois, and Virginia) to determine the resources needed to support their integration efforts. In 1987-88 one technical assistance objective identified by states was "to provide assistance on full inclusion focusing on both curricular and instructional strategies." As a result of this technical assistance, over 200 experts on full inclusion throughout the country were identified and asked to recommend schools/districts that should be included on a nationwide list. A national network of sixty-seven full inclusion sites was developed from these sources. Schools/districts that were recommended were asked to complete a Full Inclusion Site Implementation Checklist (Halvorsen, Smithey, & Neary, 1991) to determine whether they met the CRI definition of inclusion. In addition, two surveys on inclusion strategies and curricular adaptation approaches were completed by full inclusion sites from twelve states (California, Colorado, Indiana, Illinois, Kansas, Kentucky, Maine, Montana, New Hampshire, Oregon, South Dakota, and Vermont). These sites included the range of K-12 programs in rural, suburban, and urban areas from a cross-section of the country. Most sites had a diverse cultural and ethnic mix of students. The information provided by these sites formed the initial bases for this manual, Curriculum Adaptations for Inclusive Classrooms.

The manual has been a collaborative effort between CRI and the Systems Change Projects in California (PEERS) and Colorado. The information we have included in this manual reflects the information shared with us from practicing full inclusion sites. Our goal is to make this information accessible to parents, teachers, special support personnel and administrators in order to support programs that are developing inclusive schools in their communities and states.

The manual is divided into six sections including appendices. These sections include content on: (1) service delivery models; (2) building-level support and strategies; (3) classroom-based strategies; and (4) student-specific strategies to support inclusive education. Please see the Table of Contents for specific page references.

In order to discuss inclusive programs, it is best to begin with defining what is meant by the use of the term *inclusion* in this manual. When referring to inclusion, we are using the definition of full inclusion that was developed by CRI (Sailor, 1991):

1) All students attend the school to which they would go if they had no disability;
2) A natural proportion (i.e., representative of the school district at large) of students with disabilities occurs at any school site;
3) A zero-rejection philosophy exists so that typically no student would be excluded on the basis of type or extent of disability [except, see Sailor, Gerry, & Wilson (1991) for a discussion of the implications of these models for children with deafness];
4) School and general education placements are age- and grade-appropriate, with no self-contained special classes operative at the school site;
5) Cooperative learning and peer instructional methods receive significant use in general instructional practice at the school site; and

6) Special education supports are provided within the context of the general education class and in other integrated environments.

Historical Perspective

The concept and practice of integration has changed and grown over the years. In late 1987 when CRI was funded, research data from over 200 programs throughout the country indicated strong support for the practice of placing students with severe disabilities in regular schools in order to involve/integrate them with nondisabled students at non-academic periods such as recess, lunch and perhaps art, physical education and fieldtrips. Academic integration was uncommon, and a major emphasis was placed on community intensive instruction. At this juncture, the concept of inclusion versus integration was just being introduced and was still controversial. However, given the logic of integrating *natural proportions* of students with severe disabilities (1-2% of the population they represent), it became more clear to practitioners that the best way to accomplish *natural proportion* was for students to attend their home schools, the schools they would usually attend if they had no disability. This movement to home schools broke the paradigm of the homogenous grouping of students with severe disabilities. Pragmatically, it was no longer feasible to fund special classes, at least in small schools, to support two to three students with diverse needs. The vision of enlightened school administrators, teachers and parents, coupled with this paradigm shift resulted in schools implementing full inclusion programs with great success... success for all students! Today, full inclusion programs for students with severe disabilities are being developed and implemented in every state in the country. There is a growing support for inclusive education for all students with disabilities, and recognition that special education is not a place, but rather individualized services to support students. Inclusive programs were supported as best practice first by The Association for Persons with Severe Handicaps (TASH), and there is growing endorsement across the field of general and special education. The National Association of State Boards of Education (NASBE) recently issued a report prepared by their special education study group entitled, "Winners ALL: A Call for Inclusive Schools." The Association of Supervision and Curriculum Development (ASCD) has also issued a recent statement in support of inclusive education. The National Association of State Directors of Special Education (NASDSE) dedicated a major portion of its 1992 annual conference to inclusion.

The rationale for inclusive education is strong. Reports from practitioners have indicated that all students in the school benefit socially and emotionally. Academic scores do not suffer and some at-risk students improve in areas of self esteem and attendance. Students with severe disabilities make friends with school peers that carry over into home-neighborhood environments; they learn more basic and academic skills, and they break down attitudinal barriers that have been based on the stigma of negative stereotypes. Students, teachers and parents learn that kids with disabilities are people first... competent individuals who can be good friends and contributing members of their community.

Parent advocacy and the legal rights provided by P.L. 94-142, now entitled The Individuals with Disabilities Education Act (IDEA), and many court cases supporting access to a free appropriate public education in the least restrictive environment have sent a clear message to schools. The recent California case of Rachel Holland vs. Sacramento City Schools and many other cases around the nation have brought the issue of inclusion to the forefront. Repeatedly, courts have upheld the rights of individuals with disabilities to be fully included in regular classrooms.

Research conducted by CRI and numerous other investigators throughout the country has demonstrated positive outcomes of inclusion. CRI's fifth year of research was dedicated to investigating a number of critical inclusion questions. A number of statistically significant ($p < .05$, two-tailed) outcomes across a variety of instruments are provocative. Data from the IEP instrument (Hunt, Goetz, & Anderson, 1986), which measures several dimensions of IEP quality, indicated that students in full inclusion settings have significantly more objectives that necessitate mutual participation of the disabled student and nondisabled peers; IEPs of students with severe disabilities also reflected more objectives related to social and communication skills than students in special class programs. Data from the Engagement Scale (Hunt & Farron-Davis, 1991), which provides data concerning six dimensions of a student's engagement in an activity indicate that students in full inclusion classrooms are more often engaged with others (vs. being alone or in a 1:1 situation with a teacher), and that these students were actively engaged (vs. passively sharing) in the ongoing tasks. Finally, data from the EASI (Goetz, Haring, & Anderson, 1983) indicate that students in full inclusion classrooms have significantly more reciprocal interactions with others than do those in special day class settings.

The picture that emerges from these data sets is then one of greatly increased opportunities for social inclusion in full inclusion settings: students are more actively engaged, have IEPs with more social and communicative IEP objectives, and engage in more reciprocal interactions.

Given that the information from practitioners, litigation and research is supportive of inclusion, it would seem to be at this point a simple decision to develop inclusive programs. However, there are still many issues and barriers for state educational agencies, local educational agencies and schools to overcome if they are to effectively implement inclusive education. These issues include: 1) changing state funding formulas that have supported labeling of students with disabilities and serving these students in a separate system of services (i.e., funding is tied to labeling and placement); 2) attitudinal change issues such as the "ownership" of students with disabilities by regular schools and "membership" in regular classrooms; 3) staff development needs at preservice and inservice levels to jointly inform and prepare general and special education staff to take on new roles and develop their capacity to serve more diverse groups, as well as a need for educators to learn to work together within the context of collaborative teaming in regular classrooms; 4) ensuring that all students have the opportunity and sufficient support in regular classrooms to achieve to their capacity; and 5) developing full partnerships with service agencies, communities and parents so that schools can meet the challenges of today and tomorrow's communities. There is much to be done. We hope that this manual will be a positive step toward this exciting future.

National Full Inclusion Site Network

Specific models for inclusive programs are being developed throughout the country. See Appendix A for the National Full Inclusion Site Network CRI developed in 1992. Inclusive programs are always evolving... improving. This network of inclusive schools has just begun. This list includes only those schools who responded and agreed to be included in the network and in this published list. However, it is our opinion that these inclusive schools are representative of full inclusion programs across the nation.

II. SERVICE DELIVERY MODELS FOR INCLUSIVE EDUCATION

By: Ann Halvorsen

Introduction

Stainback and Stainback (1984; 1988) were among the first proponents of the Regular Education Initiative (REI) who called for a merger of special and general education, early in the school integration movement. Gartner and Lipsky (1987) supported the unification as well, and blamed the expanding separateness of special education on the "exclusionary practices" of regular education, which had been heightened by deep cutbacks in a variety of programs for at-risk students. Sailor, Anderson, Halvorsen, Doering, Filler, and Goetz (1989) discussed the unfortunate adversarial context of the 1980s' REI, and agreed with the previous authors that the most promising strategy for unification is the "integration of students into general education programs at the building level" (Gartner & Lipsky, 1987, p. 385).

Central to the discussion regarding integration is the issue of "home school," or students' attendance at the schools they would attend if they did not have disability. While it may be "administratively inconvenient" to provide necessary support services at each student's home school (Sailor, Gerry, & Wilson, 1991), doing so may well facilitate the other critical aspects of a quality integration program noted above, such as heterogeneous groupings, natural proportion of students with disabilities, participation in all aspects of daily school life, and the development of sustained social relationships among typical students and their peers with disabilities (Brown et al., 1989a, 1989b; Sailor, Gerry, & Wilson, 1991; Thousand & Villa, 1989). Since attendance at one's home school generally will result in a natural proportion of students as well as diversity among these students in terms of age, specialized needs and related factors, it may in turn lessen any undue impact on general educators' class sizes as students are included. This is less likely to create a "we-they" atmosphere within the school than when students with disabilities are clustered together for administrative convenience (Brown et al., 1989a; York, Vandercook, MacDonald, & Wolff, 1989). In addition, as Brown and his colleagues noted (1989a), the home school can provide the most meaningful and individually appropriate instructional environments, while giving parents and siblings increased access to services for and with the student. Thus, home school attendance can assist students with disabilities to become true members of their school community, rather than simply "visitors."

As the home school has become the setting of choice, debate has shifted to consideration of the primary location for delivery of the student's educational program within the school. Numerous authors have presented cogent arguments in the form of position papers (Forest, 1987; Stainback & Stainback, 1988; Strully & Strully, 1989; York et al., 1989) and entire textbooks (e.g., Stainback, Stainback, & Forest, 1989) which support basing students in their age and grade-appropriate general education classes for all or significant portions of the school day (Raynes, Snell, & Sailor, 1991; Sailor et al., 1989).

This integration model has become known as full inclusion, inclusive education, or supported education (Forest & Lusthaus, 1989; Snow, 1989; Stainback, Stainback, & Forest, 1989). Qualitative evidence (e.g., Schnorr, 1990) and anecdotal accounts have supported the belief that anything short of full time regular class membership merely reinforces notions of "otherness," or the perception of the student with disabilities as a mere visitor to the school community (Biklen, 1989; Schnorr, 1990). Some have argued that the central question of interest is less one of full time general class placement than it is one of appropriate curriculum adaptation to address individual students' needs within the regular class and surrounding school (c.f., Williams, Villa, Thousand, Foxx, 1989). While other authors seem to suggest that the regular class is an inadequate setting to address the learning and performance characteristics of students with severe disabilities (Brown, Schwartz, Udvari-Solner, Kampschroer, Johnson, Jorgensen, & Gruenewald, 1991), some purport that appropriate individualized modifications and support services can facilitate meaningful inclusion of all students.

Sailor's definition of full inclusion (1991) cited in the Introduction addressed the critical points of this discussion. PEERS guidelines for implementation of full inclusion (1991) can be found in Appendix B.

As we move toward primary membership of students within their age and grade appropriate general education classrooms, models for inclusive service delivery are of major concern to districts and parents. The models delineated below were generated from (a) descriptions provided by respondents to the surveys, (b) program observations and interviews in California and Colorado by the manual's authors, and (c) a review of the literature.

Three primary models emerged for K-12 aged students in inclusive programs which we described as: (1) itinerant categorical specialized support; (2) itinerant non-categorical specialized support; and (3) resource specialist/building case manager with itinerant support. Variations of these to fit pre (3-5) and post school (19-22) aged students are discussed briefly, as well as efficacy and funding/policy issues which impact the service delivery approach.

Itinerant Categorical Specialized Support

Students served through this approach are regular members of their home school general education class (elementary level) or classes (secondary level). They "count" as any other student counts on the roster for contractual class size and state class size limits, even when they may not "count" for general education average daily attendance (ADA). Their full time teacher(s) is/are the general education teacher, with collaborative, specialized support provided by the special educator, who may be described as an Inclusion Facilitator (Vermont and New Hampshire), a Support Teacher or Integration Specialist (California). (These terms will be used interchangeably throughout this manual.) Additional specialized direct and/or consultative services may be provided in an integrated manner by a paraprofessional, a communication specialist/speech-language therapist, occupational or physical therapist or other related services depending on the student's individualized education plan (IEP). All of these specialized services are provided on an itinerant, part-time basis, the schedule for which is determined by the individual student planning team, and which is likely to be influenced by the ratio of students to staff.

Ratios

General and special education class sizes vary widely across the nation. California is currently the highest for general education class size in 1992, with 32 students maximum. Districts in extreme financial stress may receive waivers to have higher class sizes, and the authors have witnessed as many as 36 kindergartners in one class. Therefore, the amount of support provided to students with identified, unique needs is a critical issue. California's inclusive programs that are fairly homogeneously grouped (i.e., all students labeled as having severe handicaps on the same teacher's caseload), may have from five to 10 students served by one itinerant teacher and two paraprofessionals. Frequently, programs are initiated with four to six students, with the understanding that numbers are expected to increase within the school year, as new students/schools become participants in the program. Other states with different funding formulas (discussed below) may have more paraprofessionals and/or be able to maintain a smaller (5-7) group of students that are served by one support teacher.

Staff Roles

Collaborative teaming processes are discussed in detail in the next chapter. The prevalent finding to report here is that in the ***itinerant categorical model,*** the majority of individualized adaptations to core curriculum appear to be considered the primary responsibility of special education staff. This is particularly true early in the inclusive process, and has been reported to change as roles increase in fluidity over time. Adapting curriculum is certainly not new to most special or general educators. The major role change for special educators in inclusive programs is that of moving from a classroom teacher to a support teacher role, becoming an instructional specialist within general education classes (Peterson, LeRoy, Field & Wood, 1992). The major change for many general educators is having additional teachers sharing the instructional load, classroom, and related responsibilities. This is a big change for many people who have worked autonomously prior to this.

Within/Across Schools

Our research indicated that support teachers in this model may be based in one school, or travel among as many as four schools in a given community. The number of schools is, of course, directly tied to: (a) numbers of students on the teacher's caseload; (b) number of students attending their home schools or public schools of choice; (c) the type of community/governance structure; and (d) the categorical nature of this model. We have discussed (a) ratios or caseload above; (b) and (c) are closely related to each other. For example, in a sparsely populated rural area, there may be very few central schools, which can lead to many students attending the same home school. Conversely, in a community with multiple, small elementary schools aligned with each neighborhood, the number of different home schools to be served by a single teacher is likely to increase.

For example, in **Napa, California** there are 21 elementary schools in a rural "small town" district with a total enrollment of about 14,000. Napa operates all of its own special education services. This is an unusually large number of elementary schools, most of which are small (250 or less). Inclusive programming began in 1991 with seven students in three schools: four in one morning kindergarten, team taught by the general education and special education support teacher; two in two grades at a second school, and the seventh in a third school. Three paraprofessionals (two half-time, one full time) supported these students. The district now has a total of eight elementary schools offering inclusive options in 1992-1993, and is using a variety of staffing patterns to support them, as fits the individual student and site. The present model, as well as non-categorical itinerant support, resource specialist support, and special class support are among these.

In **Davis, California**, a college community 20 miles from the state capitol with a total enrollment of 6,100, the County Office of Education has operated an inclusive program for four years in students' home schools. This is also a "categorical" group of students with severe disabilities however, with much heterogeneity across students. The program began with four students in three schools, staffed by one support teacher and two paraprofessionals, with an expectation of growth. It grew to 10 students among these same schools, all in different classrooms, by the end of the first year. The staffing has remained the same, with one of the three staff as the primary contact person for each school. Volunteers from the university community serve as a source of support to all classrooms in Davis.

The administrative or governance structure often influences the home school factors. When an intermediate unit (e.g. Board of Cooperative Educational Services, County Office of Education, etc.) administers and operates programs over more than one district, they may design the itinerant program to serve schools across districts. We have frequently witnessed this multi-district approach to itinerant service delivery early in the inclusive process. It appears to be followed by increased ownership of programs by home districts, and an adaptation of the model which will lessen the number of schools involved. This has led in some cases to the ***itinerant non-categorical specialized support approach***.

Itinerant Non-Categorical Specialized Support

Students served in this manner are also regular members of their home school general education classes, and "count" on rosters as above. Their full time teacher(s) is/are the general education teacher, with specialized assistance from a special educator/support teacher and related service personnel. The primary difference from the first model is that the inclusion facilitator is working with identified students across categorical groups, i.e., students with learning disabilities, emotional disabilities, severe multiple disabilities, physical or communicative disabilities. The disabilities of some may be considered mild, and others severe. This model is facilitated by teacher credentialing or certification standards like New York's or Vermont's, where, e.g., special education or consulting teacher is the certificate endorsement, rather than disability specific labels or in some cases by a variance/waiver to state regulations.

The non-categorical approach can work in other states as well, in spite of credentialing constraints. Usually, teachers are permitted to instruct students outside of their certification area as long as this does not compromise the majority of the group. For example, in rural Colusa, California, a teacher credentialed in general education as well as special education for students with severe disabilities, works supporting students labeled learning as well as severely disabled, with two paraprofessional support staff, as well as itinerant related services.

Schools and Ratios

The non-categorical approach may have several advantages for districts. First, staff are generally able to stay at a single school to meet their caseloads. A school with 200 students is likely to have 20 home school students with IEPs. In Colusa, 16 included students are served by 1.5 teachers and two paraprofessionals. Travel time is excluded for direct staff, and they are viewed more as regular faculty by the school. They, in turn, are more visible and able to contribute to the daily life of the school (committees, events). Administrators report that having specialized staff on site full time helps alleviate many concerns of general education teachers. This may then increase the ownership of students with identified needs by their general education classrooms. A final reason that this is the preferred approach in many areas is that it provides for the inclusion of all students in a given school. Too frequently, we visit schools which include their students who are labeled as having severe disabilities, while still isolating those with learning disabilities in special classes or "resource rooms."

Resource Teacher as Case Manager with Itinerant Support

This model seeks to include and utilize the specialized staff onsite to address daily issues and to co-supervise paraprofessionals with the general educators involved. Additional inclusion facilitator support is provided to the resource teacher, to assist with students who have extensive needs. In **Paradise Valley Unified School District in Phoenix, Arizona**, this type of program operates in six schools, for 12 students who have severe, multiple disabilities, along with students with more mild to moderate educational needs. There are usually two students with significant disabilities in each school, and one paraprofessional assigned to cover those two classrooms. The inclusion facilitator comes to each school on the average of once every six days, and has ongoing contact with paraprofessionals, resource and general education staff through team meetings. The resource teacher has the immediate responsibility for day-to-day oversight of the program. Generally, the student is part of the resource teacher's typical caseload and specific training may be needed for the resource teacher on an individualized basis. **In Williams Unified School District in Williams, California,** both inservice training and a paraprofessional with experience in community intensive instruction were provided to support the resource services for included students.

Each of these approaches emphasizes the philosophy that special education is not a place, but rather a set of services that is individualized to support students' education in their home schools, with their age peers.

Preschool and Post-School Approaches

All of the models described above have applicability to younger and/or older students. The preschool inclusive process is fairly straightforward when public preschool programs are operated for any student in the district, as is the case in Colorado and some other locations. Many other states provide state preschools or child development centers for financially eligible students; these can serve as appropriate inclusive classrooms for their peers who experience disabilities. Without these systemic programs, districts and families are in the position of creating inclusive options with private providers, recreation departments, HeadStart, or other federally/state funded programs. This requires the same type of interagency collaboration as post-school transition planning, and many of the same key players may be involved in the process: families, schools, developmental disability service agencies, universities/community colleges (which may have early childhood education training programs) and private preschool/day care providers. A task force initiated by the schools can generate a great deal of enthusiasm for inclusive preschool programs. In **Solano County, California**, such a county-wide task force has operated for two years and includes county/district special educator representatives of teachers and administration, parents, community college Early Childhood Education (ECE) Program Director, local HeadStart and Recreation Department personnel, day care operators, preschool operators, infant program representatives, district general education teacher and principal representatives, and State Department of Education consultants. Multiple trainings have been designed and implemented through the group for both special education and ECE personnel, and several integrated, inclusive and team-taught options have been developed, i.e., (1) nondisabled preschoolers from the neighborhood integrating into a special education preschool class, (2) ECE "lab school" enrolling and integrating students from a nearby preschool special center, (3) students receiving specialized services while attending private preschool/day care, and (4) collaboratively designing recreation department/district preschool programs for all children.

Post school inclusive options require the same level of planning and fostering of investment among key stakeholders. Some K-12 school districts in California have been able to develop exciting inclusive school/work programs with their local community college district through collaborative planning. A program of this type exists at **Shasta College in Redding, California**. This program was developed by the Shasta County Office of Education. Although the strategies for systems change and program development may be the same as those used within a school district, the multiple-agency nature of most pre- and post school planning increases its complexity. However, these apparent barriers are far from insurmountable, and the benefits to students are well-documented (cf., Sailor et al., 1989; Halvorsen et al., 1989).

Considerations in Service Delivery Model Development

Four areas should be considered when designing inclusive service delivery options for all ages of students: (1) the community type (urban/rural/suburban) and fit with local resources; (2) the state funding model or formula and the amount of local control in funding allocations; (3) staff strengths and training needs; and (4) expected role changes or changes in job descriptions, and their potential impact on collective bargaining agreements.

Type of Community

This factor can appear to be limiting in a rural community with an extremely low incidence of disability and few corresponding resources, or it can be viewed as an opportunity for innovative options, such as the non-categorical itinerant services of Colusa, or the use of resource services in ***Susanville, California,*** a rural town in the Sierra Nevada Mountains. The local community "fit" is no less of an issue in large urban centers and suburban areas. For example, where restructuring efforts are underway with a strong site-based management component, then an approach which allows key staff a single school assignment may be the option of choice.

State Funding Model

In some states, such as Vermont, funding follows students across settings and/or support services. This simplifies the design of inclusive programs to some extent, as per-student funding can be combined to create a viable staffing support pattern. Currently, in states such as California, funding is attached to "units" which are the "instructional personnel services" allotted to specific service models, e.g., special class units, resource specialist units, related services units. A "special day class" (SDC) description in the state Education Code indicates that students will attend the special class for at least 50% of the school day. The highest ratio of support

(1 teacher to an average of 10 students – not less than an average of 9 across district SDCs) is attached to the SDC, so this is the preferred unit to utilize. Districts in California can apply to the State Board of Education for a waiver to allow for itinerant use of one or more special class units for inclusive purposes. Waiver applications must demonstrate that (1) the need for this inclusive option is IEP-driven, (2) the support will be utilized appropriately to address student objectives and meaningful outcomes, and (3) program evaluation will be designed and implemented. Reviewers of these waivers are also particularly interested in how specialized support will be both protected from "abuse," as well as how it will be shared as appropriate to benefit all students.

In most states, appropriate waiver procedures will prevent loss of special education funding for included students, and may facilitate itinerant as well as cross-categorical approaches.

Staff Strengths and Inservice Needs

This question requires consideration of the needs of all members of the school community, including family members. The manual on systems change now in preparation by CRI and PEERS, Systems Change: A Review of Effective Practices addresses this area in detail (Karasoff, Alwell, & Halvorsen, 1992), and the next section of this manual covers team-building and collaborative skill development. It is important in this context to note that the skills and needs of all team members in a given situation may help to determine which inclusive approach is most appropriate, not whether inclusion can be implemented. For example, if students have multiple physical needs some of which require medical attention, it may be most critical to have trained staff on site. This might mean that a resource option is not viable for one school, yet in another school, where the resource teacher has the required background and is excited about acquiring new skills, it may work exceptionally well. Local design based on an intimate working knowledge of the skills and attitudes of school personnel will be critical to model effectiveness.

Role Changes/Job Descriptions

Processes for role changes will be discussed in upcoming sections. The issue of roles and job descriptions can impact the service delivery model choice when those roles are limiting in some manner. This occurs when specific support options are categorically defined or identified (e.g. resource teachers = students with learning disabilities). Although this should not be the case, there are often subtle vestiges of these limits in contracts or regulations. Another issue may be paraprofessional roles: some areas have utilized "custodial" paraprofessionals as support to students with physical disabilities. These job descriptions may need broadening or redefinition to include increased instructional expectations. This is particularly important in light of the many "aide-dominated" situations we encountered during our research, where as many as 10 paraprofessionals worked with a single inclusion facilitator, fanning out to support students across individual classes. This is not a model we endorse because: 1) questions arise immediately as to supervision and evaluations of professionals (whose responsibility with what criteria); 2) we must have realistic expectations of paraprofessionals, who bring a broad range of educational and work experiences to traditionally underfunded positions, and most importantly; 3) the barriers this approach may impose to developing and maintaining shared instructional ownership and students' relationships with their peers.

Policies and Procedures that Support Inclusion

Finally, it is encouraging to note that many states are adopting specific legislation (Michigan), policies (New Mexico, Vermont), or procedures (California, Colorado) that facilitate inclusive or supported education. Many of these can be found in the systems change manual referred to earlier (Karasoff et al., 1992). The 16 Statewide Systems Change for Integration projects funded to date, between 1987 and 1992, have fostered these efforts in each participant state, and have shared effective strategies across states. Inclusive education has grown across the country, from, for example, a single request in California in 1987, to the primary option for which technical assistance is requested in that state in 1992 (Halvorsen & Neary, 1992). Other states have similar and equally exciting stories to tell.

III. BUILDING LEVEL SUPPORT AND STRATEGIES

By: Robi Kronberg

Introduction

The effective schools movement has provided an impetus to re-examine historical beliefs and practices related to education and educational outcomes for all students. As new questions are asked related to the efficacy of education, new answers are emerging which allow parents, educators and community members to embrace new possibilities and renewed dreams for students with disabilities (Block & Haring, 1992; Roach, 1991; Hornbeck, 1992).

Many supports and strategies have been utilized by building level staff who are committed to increasing their collective capacity to effectively meet the needs of diverse learners, including those with the most significant disabilities. Critical to the process of clarifying and implementing supports and strategies has been the need to examine district and building level governance structures as described in the previous section. Common barriers to building level change often include governance structures related to job descriptions; transportation; supervision of staff; budget allocation; funding inflexibility; personnel practices for hiring, reassigning and firing; and teacher certification standards.

To align resources with the structures that support inclusive education and diminish or abolish the structures which inhibit or restrict inclusive educational practices, it is first necessary to identify those structures. In moving to inclusive educational practices, each school site responding to the CRI survey has at some level effectively addressed those governance structures that initially supported and perpetuated special education as a separate system. Subsequently, inclusive school sites are designing and implementing merged systems, capable of meeting the educational needs of all learners.

School communities that are actively and effectively engaged in teaching all students regardless of labels and learning needs share similar attributes. Throughout the literature, these attributes most often encompass the following:

1) a shared vision with a corresponding mission statement reflecting a belief and value base that all students can learn and have a right to be educated with full membership status alongside their typical same-age peers;

2) administrative leadership capable of maintaining focus on the stated vision and empowering staff to continually progress towards the jointly derived mission and purpose (Schattman & Benay, 1992; Villa & Thousand, 1989);

3) a school climate and culture of positive acceptance of and respect for the gifts and talents of each individual comprising the school community;

4) staff development structures, both informal and formal, designed to increase staff understanding related to beliefs and vision as well as ongoing skill development and knowledge refinement and enhancement (Schattman & Benay, 1992);

5) building level structures that encourage collaborative teaming among adults in order to support effective communication, problem-solving and ongoing evaluation (Rainforth, York, & MacDonald, 1992); and

6) building and classroom based strategies that accommodate to the diverse range of individual student styles and learning preferences.

Villa and Thousand (1988) pointed out the need for school staffs committed to inclusion to acquire a common conceptual framework, language and set of technical skills in order to communicate about and implement practices which research and theory suggest will enable them to better respond to a diverse student body.

Shared Vision for All Students

It is widely accepted that inclusive schools need to embrace a shared vision for educating students. Within that shared vision rests beliefs expressing equity for all learners and a commitment to meeting the needs of all learners through dignified and productive means (Kaskinen-Chapman, 1992; Ayres & Meyer, 1992). In schools that are successfully providing an inclusive education for all their members, the vision for special education services is a part of a larger vision for quality educational outcomes for all students. This vision, often within the context of district-wide restructuring "seeks to unify the system and create a place for all of the students in the system" (Center for Policy Options in Special Education, 1992).

School communities that translate their vision into an operative mission statement, written and agreed to by all members of a school community, have the opportunity and the accountability to recognize and act upon any subsequent action that is discrepant with the stated beliefs. This ongoing analysis between stated beliefs and current practices provides a fertile environment for dialogue, questioning and resolution of inconsistencies. As stated by one survey respondent, "The idea of inclusion is really belonging and that is a human right. It should not have to be earned... This is a moral issue not just an educational one. Everyone can fit if we want them to."

Important building-based activities, helpful in bringing life and commitment to a mission statement, involve such things as: orienting new staff, students, family members and community members to the school's stated mission; providing opportunities for staff members to see and experience the vision by visiting other inclusive school sites, networking with colleagues etc.; maintaining an open dialogue that continually questions and addresses the barriers preventing the realization of the mission statement, revitalizing and renewing a commitment to the vision and celebrating successes and progress!

Administrative Leadership

The attributes of successful inclusive school sites are dependent on the leadership of the superintendent and Board of Education, and the visible and active support of building level administrators. Although schools differ along such dimensions as student enrollment, demographics, and geographical location, administrative leadership remains pivotal for initiating, maintaining and continually refining innovations that support inclusive education (Karasoff et al., 1992).

A key role played by building administrators of inclusive schools is related to guiding the vision and the implementation of the mission statement. Building level administrators, able to set a clear philosophical direction for themselves and their school staff, provide ongoing encouragement and empowerment to continually progress towards the articulated vision (Villa & Thousand, 1990). In inclusive schools throughout the nation, administrators participate on teams and in instructional decisions, and share responsibility for achieving collaboratively established goals (Schattman & Benay, 1992).

Along with communicating a clear direction, building level administrators have the ability, as participants in shared decision-making, to reallocate resources, support staff throughout the change process, critically examine existing beliefs and structures, assist in redefining roles and responsibilities, and encourage the implementation of innovations.

As schools move toward site-based management, areas that were once the domain of others now come under the leadership of building level administrators (cf., Sailor, 1991). In many instances, this shift has created a need for principals to assume instructional responsibility for students for whom they were not previously "accountable." In turn, this need has created an impetus for principals to seek training and new knowledge to better equip them to educate all students in their respective schools. Principal-focused training opportunities, such as Schools Are For All

Kids (SAFAK) developed by CRI (1990), or the Principal's Training Simulator in Special Education (PTSSE) developed by Dr. Leonard Burrello (1988), have greatly assisted building level administrators in acquiring both the vision and skills necessary for providing leadership to effective inclusive schools.

In an attempt to design building level structures that support the inclusion of students and services it has been necessary for administrators to assist staff in examining current practices. It has been the authors' experience that one of the more critical areas of leadership and guidance has been in the redefinition of job roles and responsibilities. It is evident that categorically assigned roles and responsibilities of adults no longer match the needs of students as those students become inclusive members of regular education classrooms.

Important issues to address when rethinking staff roles and responsibilities include: creating a new paradigm for sharing ownership of students and how that is to be operationalized in specific schools; aligning job descriptions to more closely match the new paradigm; defining the supports needed by staff in order to successfully carry out new job roles; creating opportunities for people to network with others who have undergone similar role changes; and acknowledging the performance of newly acquired roles and responsibilities. Once again, a multitude of traditional governance structures are impacted when professional roles and responsibilities are redefined, and many of these have to be changed to allow a new paradigm to guide current and future practices.

The capacity of individual schools to effectively educate a diverse student population (including those students labeled as having the most significant disabilities) continues to expand. The potential for each member of a school community to contribute as both a teacher and a learner is limitless. As new strategies are developed and current strategies refined, new futures and dreams are continually being created for those that participate in a community that values and supports each member.

Positive and Accepting School Climate and Culture

Building a sense of community in a school building is essential in order to foster a sense of acceptance, responsibility and cooperation among students and adults. Many educators have noted the pervasive importance of creating a positive and accepting climate and the effects that has on all members. "To build a sense of community is to create a group that extends to others the respect one has for oneself... to come to know one another as individuals, to respect and care about one another and to feel a sense of membership in and accountability to the group" (Likona, 1988, p. 421).

School staff utilize a myriad of ways to achieve caring communities that openly extend warmth and acceptance. Many schools promote activities that increase awareness as to the diversity of gifts and talents of all students and staff by highlighting "ability awareness," as opposed to the more traditional "disability awareness," and by infusing this content within specific areas of the core curriculum. Some classrooms build a sense of community and accountability by creating individual and group responsibility through class meetings, circles of support, ongoing forums, or other strategies designed to support authentic validations of feelings and concerns as well as empowerment of the collective ability to solve daily problems and challenges.

In schools and classrooms where cooperation is the expectation and is thoughtfully and conscientiously modeled by all school members, a different sense of belonging and caring emerges. These feelings of belonging, caring and acceptance extend to all members of the school community as children and adults actively engage in mutually supportive activities and behaviors (Sapon-Shevin, 1990; Shaps & Solomon, 1990).

Staff Development

Successful inclusive education sites have developed a single staff development focus representative of the needs across school staff. Common goals and needs are defined that address diverse student needs and targeted populations. Although somewhat subtle in impact, this merged staff development agenda also models the integration of curriculum, the application and generalization of instructional innovations, shared knowledge built around a common conceptual framework, consistency of language and the opportunity for staff members to be jointly engaged in mutual learning. "Inservice training must be ongoing and dynamic and must empower practitioners and parents to support one another as they define the shape an innovation will take in their schools and classrooms" (Ayres & Meyer, 1992).

Many schools have reported the importance of designing both informal and formal vehicles for staff development. A multi-focus approach that combines information and knowledge related to both values as well as knowledge of implementation strategies is key in providing meaningful opportunities for adults to learn, grow and successfully meet the challenges posed by a diverse student body (Flynn & Innes, 1992). Again, an example of a multi-focus approach for school site team training is Schools Are For All Kids: School Site Implementation – Level 2 (Roger, Gorevin, Fellows, & Kelly, 1991).

Key components that have proven helpful to infuse into staff development offerings include: (1) teaching people to engage in perspective-taking to enhance the understanding of issues; (2) creating a learning atmosphere that encourages the development of multiple strategies, one that supports the notion that there are "many right answers"; (3) providing staff development opportunities that respect the adult learner and offer a variety of formats for teaching and learning and; (4) encouraging personnel to share areas of new knowledge and expertise.

Inherent in effective staff development is the ability to accurately assess what staff members need. Inclusive education sites have found it important to limit assumption-making and ask members of the school community to define their individual needs. Also critical is the realization that needs change over time. Schools that have operationalized this effectively offer new information and knowledge in varying levels and intensities and support adults through mentoring and peer coaching approaches in order to ensure generalization of new information to different contexts. New strategies for supporting students, different instructional methodologies, and refined techniques for communication among adults are just a few topics that are offered throughout the year as the needs and interests of "implementers" change over time (cf., Karasoff et al., 1992).

Collaborative Team Structures

It is widely accepted that the success of inclusive education rests upon the ability of adults to share ownership of all students. Inherent in the willingness and the ability to share ownership of students is the willingness and ability for adults to engage in collaborative teaming. School communities that actively support teaming offer an environment rich in respect for individual contributions as well as an expectation for the development of mutually supportive relationships among and between adults and students.

Given the complexities of educating children in today's world no one person holds all the answers. When general educators from Colorado were asked to define their key support needs related to effectively including students with severe disabilities, many responded that the opportunity to brainstorm with team members was critical (Kronberg, Jackson, Sheets, Rogers-Connolly, 1992). One general education teacher in Commerce City, Colorado (Adams County District #14) spoke recently about the fact that teaming increases general educators' willingness to include students with significant disabilities, students they would have hesitated to "take on" if they were working alone in single classrooms (CRI Topical Meeting, September, 1992). Building level staff are realizing the importance of blending multiple areas of expertise, engaging in joint problem solving and participating in shared decision making. In this type ofcollaborative teaming, team members work cooperatively toward common, agreed upon goals (Karasoff et al., 1992). The ability of a building level staff to collectively generate solutions to educational challenges far exceeds the capacity of one individual working in isolation.

Effectively meeting the needs of a range of diverse learners requires that school personnel engage in constructive adult-to-adult interactions. Initially, it is often assumed that adults will automatically know how to "team." The majority of school communities quickly arrive at the realization that a thoughtful and thorough approach that teaches effective teaming skills and provides ample opportunities for practice is needed, just as it is necessary for students working cooperatively.

Skills critical to maintaining effective adult-to-adult interactions include such general areas as: recognizing and capitalizing on adult's natural strengths; providing information relative to processes of group growth; providing forums for on-going interaction and dialogue; acknowledging fears, anxieties and dreams; creating vehicles for adults to share mistakes without fearing reprisal; empowering adults to share successes, learn from each other and have fun; validating the importance of taking small steps; and providing opportunities for adults to take care of themselves.

In examining team structures and functions across respondents from inclusive education sites, variability was expressed as to:

1) the membership of each working team;
2) the frequency and duration of meeting time;
3) the availability of all identified team members to meet on a regular basis.

It was also apparent from the variety of responses that many types and layers of teams are utilized across inclusive education sites. "Layers" of teams ranged from ongoing student-focused instructional teams comprised of the special educator, general educator, and paraprofessional(s) to student planning teams (discussed in greater detail in a subsequent chapter) comprised of special education staff, related service providers, parents, and identified general educators which also form the basis for annual "IEP team" meetings that convene once per year.

The majority of sites surveyed utilized two types of teams. The first team configuration was often described as a "working team" comprised of a small number of people who have ongoing contact with the identified student. This *working team* met on a regularly scheduled basis. Names often associated with this type of team included: "student planning teams," "instructional planning teams," or "support teams" which are discussed in detail in Chapter V. The second type of team described was a *formal team* characterized by a larger group of people, often including central administrative personnel who might have only limited contact with the identified student. This *formal team* met on a less frequent basis, often to accomplish a specific, episodic task.

This second type of team described by several respondents was that of a *building-level support team.* This team, rather than focusing primarily on the needs of identified students, focused on the collective needs of the building. Often these teams were organized and maintained to address initial development as well as ongoing questions and issues related to the implementation of inclusive education. Members of these teams described their responsibilities as representing their grade level team, bringing a "voice" to other staff members' concerns who are affected by issues but do not serve on the team, actively listening to fellow staff members, and supporting the change process. The majority of these teams reflected building-wide representation and were generally perceived as supportive by staff. Principal participation on this team was frequently mentioned as a critical feature of its effectiveness.

As noted above, in addition to defining team purpose and clarifying team membership, specific skill building is critical to enhance the functioning of any team. Throughout the literature, it is widely recognized that in order for a team to engage in effective teaming there are necessary behaviors that must be learned and actively practiced. These behaviors include:

1) trust among members
2) shared goals
3) respect and support for individual differences
4) willingness to share the workload, challenges and successes
5) positive values for collaborative structures
6) flexibility
7) frequent face-to-face interaction
8) positive interdependence
9) individual and group accountability
10) interpersonal skills related to communication, resolution of conflict, problem-solving, decision making, role-release, etc.

(Villa & Thousand, 1992; York, Vandercook, MacDonald & Wolff, 1989; Johnson & Johnson, 1987).

Individuals associated with inclusive schools have continually shared the initial difficulties in forming a team and creating positive adult-to-adult partnerships. However, they have also shared the positive outcomes of effective teams for both students and staff. Schools that believe in, and actively implement collaborative teaming processes, model a cooperative philosophy reflective of shared decision-making, collaborative service delivery, and mutually supportive relationships. Through the utilization of these teaming processes, many school personnel report greater flexibility for releasing and sharing roles and a far richer environment for personal and professional growth.

Despite the knowledge that collaborative teaming processes are necessary to effectively meet the needs of all learners in a given school, many sites responding to the survey as well as others known by the authors expressed the difficulty experienced by a lack of time to engage in meaningful team interactions. Often, teaming became an add-on to an already full schedule, and building-level staff found themselves meeting before and after school or in short moments of "catch people when you can" throughout the school day.

One elementary school in Colorado realized the need for school-wide planning time. The student day was extended 15 minutes Monday through Thursday and the additional 60 minutes gained was then utilized to dismiss students 60 minutes early on Friday. That time was used as a weekly collaborative team planning hour. Other schools have utilized a rotating substitute once a week or bi-monthly to provide coverage to teachers in blocks of time throughout the day. Still other schools have utilized existing cross-grade activities where one teacher takes responsibility for an activity across two grades or classrooms in order to free up another teacher for a short period of time.

Until district and building level structures and policies that govern scheduling, contract hours and other critical factors change, it is incumbent upon staff to maximize what meeting time they do have. Strategies for effectively and efficiently creating and maintaining team structures include:

(1) establishing and prioritizing agenda items;

(2) allocating time limits for each item;

(3) designating and sharing roles during team meetings of time-keeper, facilitator, recorder and if helpful, process observer;

(4) distributing minutes to interested people; and

(5) following through on designated tasks and timelines.

Sample team meeting forms, submitted by survey respondents follow this page. Some respondents favored a strategy where the agenda is structured around successes and challenges, with each meeting opening with a review of successes to date, followed by problem-solving around remaining challenges.

Building Strategies to Support Diverse Learners

As schools have moved closer to providing inclusive educational experiences for students, it has been important to examine the building and classroom structures and critically question their compatibility with the stated mission to meet the needs of all learners. School-wide structures such as discipline, grading, class placement, professional role delineation and retention are among those which have been revised as staff members seek to "walk what they talk."

Hansen Elementary School in Adams #14 School District in Commerce City, Colorado dramatically transformed their school structure to accommodate to and enhance the learning of increasing numbers of learners with diverse needs. This elementary school now serves all of its members in multi-age groupings based on developmentally appropriate curriculum (within the relative context of each learning proficiency) for all students, regardless of label. All instructional resources were combined as a "pool" of resources and are utilized based on areas of student need rather than programmatically or categorically assigned. Collaborative team planning, considered critical to the success of this transformed school structure, occurs daily in the afternoon and is accomplished via block scheduling. This scheduling

Integration Planning Team Meeting
Minutes

School: ______________________________

Students: ______________________________

Teacher(s): ______________________________

Date: ______________________________

TEAM MEMBERS PRESENT:

TEAM MEMBERS ABSENT:

______________________ ______________________

______________________ ______________________

GROUP ROLES ASSIGNED:

Facilitator: ______________ Time Keeper: ______________

Recorder: ______________

TODAY'S AGENDA ITEMS:

1) ______________ 6) ______________

2) ______________ 7) ______________

3) ______________ 8) ______________

4) ______________ 9) ______________

5) ______________ 10) ______________

ACTIONS:	PERSONS RESPONSIBLE:	TIMELINE:
1. ______________	______________	______________
2. ______________	______________	______________
3. ______________	______________	______________
4. ______________	______________	______________
5. ______________	______________	______________
6. ______________	______________	______________

AGENDA ITEMS FOR NEXT MEETING:

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________

DATE, TIME, PLACE OF NEXT MEETING:

____

____

____

Team Minutes – December 12, 1990

ACADEMIC		SOCIAL/BEHAVIOR	
Successes	Challenges	Successes	Challenges
– Patterning/free exploration stage – Stringing beads – Language: sings appropriately, rhymes, repeats words and phrases. Understands well – Transitioning improved – Anticipates next activity – More independent – No "taste for paste." – Following directions	– Patterns needs assistance – Pencil grasp – Cutting/following pattern – Writing more legibly – Listening in a group – Dictation: Describing pictures – More eye contact – Articulation: /d/ phoneme – Stimulus activities for walking	– Comes in independently from recess – Picking partners – Using visual cues – Bonded in class – Reduced amount of inappropriate "noises" – Responds appropriately	– Not enough time to choose – Lessen noise making – Other students are imitating noises – Eating lunch more quickly – Initiating contacts with children – Making friends

Necessary aide time:	First half of class time would be the more difficult. Second half easier during activity time.
Focus December/January:	Start reducing aide time. Maintain a chart showing which times of the day to be most appropriate for ____________________ to be working without an aide.
Next Meeting:	January 23, 1991. Time: 12:45 p.m. Room: 28-P

Pitts-Conway, V. (1990). Team meeting minutes. Santa Cruz, CA: Santa Cruz County Office of Education.

format provides each teaching team with at least 50 minutes per day of planning time, depending on the team and the specific day in the weekly schedule.

Many governance structures at Hansen Elementary School have been revised as well as building and classroom structures. Most staff will agree that this dramatic level of change has required energy and commitment and the ability to maintain a focus on the larger vision. Most staff will also agree that the changes in students have been dramatic as students have become more engaged in and responsible for their own learning.

There are multiple support strategies at the classroom level and many of these are discussed in Chapter IV.

IV. CLASSROOM-BASED STRATEGIES

By: Ann Halvorsen
(Forward by Jodi Servatius, Ph.D.)

Forward

John Dewey saw knowledge in much the same way as the ancient Greeks concept of "phronesis," or practical knowing, with learners creating knowledge by connecting their lived experiences. This view of learning forms a compelling basis for defining good teaching.

In fact, knowledge is created through the interpretation of personal experience; learning cannot occur through simply receiving, repeating, or recording information. Learning happens when the student makes new connections, and actively constructs knowledge, thus becoming the "maker" of meaning. Students at different levels of achievement and experience, therefore, can benefit, although perhaps in different ways, from the same lesson. And teachers orchestrate lessons with this in mind.

In this view of knowledge, learners need some knowledge to make more knowledge. This raises the question of how to provide schools which counteracts the tendency of the "knowledge rich" to become richer while the "knowledge poor" fall further and further behind. It supports the concept of heterogeneous schools, in which learners of different backgrounds and talents learn with, and although, each other.

Recent research on knowledge acquisition also leads us to see that learning is dependent on the context in which it occurs. It is often noted that learning in school should have more of the same characteristics as learning in non-school settings. That is, new learning should be practices in "natural" environments, be collaborative, use appropriate tools, and be seen as purposeful by students. These characteristics, too, lend themselves to the richness of diverse groups of students.

If we believe that there is no learning without the active participation of the learner who relates previous experiences to a new concept or skill, we have a powerful foundation for a new portrait of what makes good teaching. Without an "empty vessel" into whom to pour information and skills, teaching becomes something very different indeed. The teacher becomes the facilitator of students' work. Good teaching then includes:

- creating a rich atmosphere for learning in the classroom;
- posing meaningful questions;
- creating diverse learning groups who bring different experiences to their work;
- engaging students as active workers;
- encouraging student collaboration;
- providing resources and materials that support learning;
- finding ways for students to become increasingly self-directed and self-reflective; and
- providing students with meaningful work and demanding quality evidence of their learning.

As we move from the "empty vessel" idea of students to one of students as active and collaborative meaning-makers, having students with different experiences, strengths and backgrounds becomes not only no liability, but in fact, a distinct advantage. It assures that different backgrounds, opinions and perspectives will be present in any given learning situation. It also realistically prepares students to become active members of the diverse adult society of which they will become a part.

As we change our assumptions about learning, we re-define what a good teacher must know and be able to do. We then must move away from formulaic notions of teaching and "teacher-proof" prescriptions for lessons. In this view, the teacher must have not only a wide variety of teaching skills and strategies, but also talent and sensitivity in deciding which methods are needed at a given time for a given group. Unlike an assembly line worker with a set routine and little discretion, and more like a pianist with a vast repertoire, the good teacher has many strategies from which to choose. This view also recognizes that although no one teacher knows everything, working and learning with colleagues both expands teacher repertoire and hones teacher judgment. This honors the teacher as a true professional whose job is enabling success for every learner. Isn't that what we say schools should do?

Array of Instructional Supports

In addition to curricular adaptations, there are multiple support strategies used by general and special educators to address diversity within the classroom, some of which have been highlighted above. Cooperative learning structures, multi-dimensional grouping with multi-level instructional techniques, team teaching with sharing of instructional expertise, block scheduling to maximize related services involvement, natural and systematic peer supports including tutoring and use of class meetings, as well as activity-based instruction are examples of these. Ayres, Belle, Green, O'Connor, Meyer, and Slavin (1992) pointed out that existing curricula in our schools can be viewed "as either a context for inclusion or (as has often been the case in the past) a barrier to inclusion" (p. 4). In each of the cases reported to us, regular education curricula were viewed as an opportunity and the primary instructional context. Teachers developed the support strategies described below as a means to ensure successful learning for all students, and as a corollary to the adaptation techniques outlined in Chapter V.

Multi-Level Instruction

Porter and Collicott (1992) described this as a strategy which enables teachers to prepare one lesson with individualized variations, and which involves,

> "1) identifying the main concepts to be taught in a lesson, 2) determining different methods of presentation to meet the different learning styles of students, 3) determining the variety of ways in which students are allowed to express their understanding, and 4) developing a means of evaluation that accommodates different ability levels" (p. 196).

An example of this for a junior English literature class was described by Stainback, Stainback, and Moravec (1992) where the unit was focused on studying the concept of courage through the story My Friend Flicka by Mary O'Hara. Overall objectives included familiarization with the story, relating the role courage played in the plot, and how this related to students' own lives. Some students' objectives focused on critical thinking aspects such as analyzing and synthesizing from story events, while others were expected to recognize characters and events. A variety of activities were designed by general and special education staff to address this variation, such as reading, listening to the story on tape, sequencing events with pictures, writing reports, and making picture books with narrated tapes depicting story events. Cooperative learning structures were utilized in conjunction with the multi-level approach to enable all students to participate actively.

Cooperative Learning Structures

This was the most frequently reported strategy in our survey group, often noted as occurring in conjunction with multi-dimensional grouping strategies, multi-level instruction, and activity-based learning. For example, Jim Jackson, principal of **Hansen Elementary School in Cedar Falls, Iowa** described an elementary science weather unit, where bar graphs were the desired product. One student gathered data, one chose the type of graph to use for reporting data, all students discussed the data and prepared the graph cooperatively, which another student colored. He reported that one of these students experienced severe disabilities. In another lesson, Jackson described how a visually impaired student participated with her group for a measuring task which involved measuring items in the classroom. The students decided that she would hold the measuring tape and repeat measurements for the recorder. During subsequent discussions the group talked about relative concepts of length and size – larger, smaller, shorter, longer – and assisted the student with disabilities in her reporting about the object's size or length.

A significant body of research has developed which demonstrates that efficacy of cooperative learning structures to address classroom diversity and ensure meaningful learner outcomes (cf., Slavin, 1991). Cooperative learning is characterized by positive interdependence, heterogeneous small group structures, face-to-face interaction with emphasis on social skills, as well as individual accountability and assigned roles (Johnson & Johnson, 1989). Johnson, Johnson, and Holubic (1986) described the role of teachers in this strategy, which, they pointed out, is truly a collaborative student-teacher approach to learning: (1) specifying behaviors; (2) assigning students in a manner that ensures group heterogeneity; (3) clearly explaining activity expectations and how positive interdependence will occur; (4) monitoring the effectiveness of collaborative interactions and intervening to provide task assistance or to assist with social skill development; and (5) evaluating student achievement and group effectiveness.

The context of cooperative learning itself facilitates inclusion of all students, and was reported by survey respondents as leading to reduced needs for multiple adaptations for the student with disabilities. This is supported by a school site study conducted by Stainback, Stainback, Moravec and Jackson (1992) who found that teachers in inclusive classrooms both reported in interviews and were observed to adhere to cooperative principles and a "process-oriented perspective" (p. 315).

It is interesting that teachers described themselves in this way, and this underscores the fact that cooperative learning structures usually occur in concert with other instructional support strategies, such as multi-level instruction, activity-based or thematic instruction, and peer participation. For example, in rural Northern California, cooperative groups, formed on multiple dimensions at the junior high level, were involved in a science unit about animal habitats and breeding practices. The group developed a simulation to illustrate salmon spawning, where students assumed a variety of roles such as currents, predator fish, etc. Ropes were utilized for the currents, and the students themselves developed the adaptations for the young man with severe disabilities, including fewer predator fish and slower-moving currents when he was taking the salmon role. The activity also provided ample opportunities for him to play other roles, while allowing for multi-level outcomes across students.

Multi-Dimensional Performance Grouping

In this strategy a variety of criteria are used to place students in groups, and these are often based on dimensions other than ability or perceived ability. This technique acknowledges that students have different strengths and weaknesses across areas, and that they are multi-faceted people. Group formation might be based on students' interests or hobbies, with varying academic achievement levels represented. In another case, grouping may be based on skills and abilities for different subjects, as well as on their ages, grade levels, etc. A third example is multi-task activity grouping, where different groups of students perform different tasks that contribute to the whole classroom (Far West Laboratory, cited in Roger, Gorevin, Fellows, & Kelly, 1991). Research has indicated positive outcomes for students in terms of friendships which were formed across ability lines, students' acquiring more varied views of each other and low-ability students having higher self-esteem and a more positive image than those in ability-grouped classrooms (Rosenholtz & Wilson, 1980).

Ferguson and Jeanchild (1992) emphasized the importance that should be placed on organizing multi-dimensional and cooperative groups which maximize variation across student characteristics. They reminded us that mere physical proximity is insufficient for the group structure to be successful. They suggested that teachers group together those with the most different characteristics, and utilize a range of these, from gender and ethnicity to task performance, communication and social abilities. For example, they recommended grouping at least one student with strong communication/social skills in a group with one student who requires extensive assistance as well as others who are verbal, "noisy," "quiet," etc. A second recommendation was to group students along task demand dimensions, e.g., balance those who need extensive assistance with those who are more able. A third caveat was to try to include each student in a group where at least one other student is a peer s/he would choose. This can be accomplished by asking students at the outset of group formation to identify (privately) three classmates with whom they would like to learn. If some were not chosen, the authors suggested surrounding them with supportive students who might become interested in developing a relationship. Finally, Ferguson and Jeanchild (1992) stated that all students should have opportunities to work with everyone in the class at different times of the semester or year.

Team-Teaching and Block Scheduling

These two strategies can be described as enhancing the general education environment for all students. Team-teaching between general and special or support teachers occurs frequently in inclusive classrooms. Schulman (1989) noted that we should not "do unto teachers what you would not have teachers do unto students" (p. 166). In other words, as we have come to recognize the value of students learning together, we must also plan for and expect teacher collegiality and collaboration in order for current reforms to succeed.

Thousand and Villa (1989) described teaching teams and their critical elements, all of which stem from cooperative learning structures: (1) frequent face-to-face interaction; (2) positive interdependence; (3) small group social skills work; (4) periodic group processing as to efficacy; and (5) clear individual accountability or responsibilities. Given this framework, they provided several case studies of teaching teams which exemplify these features. They discussed how teachers use their complementary academic and instructional expertise in shared lesson planning, and rotation of large and small group subject area responsibilities. Collaborative teaming is discussed in Chapters III and IV, however, it is important to note here that team-teaching generally evolves within the inclusive situation; it is not necessarily a given at the outset. Teachers responding to our survey discussed the development of trust and a working relationship that was necessary prior to truly shared teaching status. One support teacher "Jim," described suggesting to his colleague "Mary," his own areas of expertise, where he might make contributions such as taking responsibility for small groups, modeling lessons, and eventually taking over a portion of each instructional unit. Support teachers generally have several classes with which they are working, and so are limited in their team teaching time for specific classes. Although they may only be able to lead whole lessons once every few weeks, most stress the importance of doing so, as well as the rewards for them in being part of the total classroom, and perceived as such by the students.

Block scheduling of support teachers, paraprofessionals, and related services staff time can facilitate collaborative teaming. Rainforth, York, and MacDonald

(1992) described strategies utilized by therapists to increase support to included students: allocate half or full-day blocks of time to a designated group, add a rotating element so that different students can receive support on different days, and add "flex time" to allow for consulting with team members and catching up on any missed activities. In this way, therapists and/or teachers and paraprofessional staff can schedule time to support students during critical periods while working on specific objectives, provide activity-based community instruction opportunities for general and special education students in the class, and/or conduct lessons for the class and team teach. For example, speech/language therapists in this model may provide language arts instruction for all students in the class and adapted physical education teachers can team teach physical education classes. These services to the total class are an integral support cited often by general educators.

Activity-Based Instruction

Active learning or hands-on approaches have been referred to several times in this section. These are inherent aspects within process-oriented classrooms that utilize cooperative approaches. Peterson, LeRoy, Field, and Wood (1992) summarized a range of techniques including simulations, applied learning stations, role play and demonstrations, community-referenced projects and community-based learning, all of which provide for diverse ability levels and interests. A few examples of each from our experience are listed below.

- **Simulation**

  Science: Salmon-spawning activity described above (junior high)

  Math: Operating a small business within the school, e.g., restaurant, errands, and delivery service (elementary). In both, essential elements of a real-life activity are acted out or replicated in school (Peterson et al., 1992)

- **Applied Learning Stations** which are structured for independent activity and team work at a variety of ability levels.

  Social Studies: Each station is geared to address a different aspect of a country under study, e.g., music, government, geography, foods. Students rotate among stations over a two or three week period, mastering specific activities according to their objectives. For example, in the geography station, students might read and discuss the information, and decide what type of representative medium to use from several options, i.e., drawing a map, building a map representing terrain, developing maps on a computer graphics program, etc.

- **Role Play and Demonstrations**

  Peterson et al. (1992) described this as a valuable tool for student learning of basic knowledge and higher order concepts. Role playing has proved to be an effective tool in the past in providing ability awareness information to nondisabled peers (cf., Murray & Beckstead, 1983), and has been paired with demonstrations for this purpose. Peers have developed formats for providing learning station demonstrations and structuring role plays to assist their same-age peers and younger students in acquiring information about individuals with disabilities; this has occurred within the contexts of science, literature, and social studies subject areas from upper elementary through high school (e.g., Project LEAD, 1989).

- **Community-Referenced and Community-Based Projects**

  Students learning about environmental issues through a social studies, English, and science integrated unit might work in groups to (a) identify a problem area, (b) write to activist groups for more information, (c) develop a position paper/report, and (d) conduct an advocacy letter-writing campaign to address the problem. As they are learning through these more traditional methods, they might also combine the strategy with community-based activities, e.g., visiting waste facilities, photographing problem areas, interviewing officials. There is a wealth of activities within our communities which can engage students in active learning. Many secondary schools sponsor service programs within a range of agencies from preschools to hospitals, parks and museums. Partnerships with local businesses are a popular way to enhance this process.

One exciting aspect of community referenced/based strategies is their direct tie to individualized critical skills approaches, or an ecological model, for students who experience severe disabilities. Ford and Davern (1989) described a program where students from fifth grade math groups rotated into the community to work on mastery of decimals through a specific shopping-pricing lesson, while the student who experienced disabilities worked on shopping and money-use skills. A wonderful community-referenced example from Peterson et al. (1992) described how teams of students from a physics class worked with a local bioengineering firm to develop adaptive equipment for their classmate. This leads to a discussion of one more support strategy, which is last but clearly not least! – that of utilizing peer support.

Peer Support

Villa and Thousand (1992) presented three categories of student collaboration strategies which synthesized exciting new perspectives on peer support: (1) students as instructional team members; (2) students as peer advocates, and (3) students as decision-makers. Throughout their examples and those from our survey respondents, there was a clear emphasis on natural support, capitalizing on peers' unique styles of problem-solving and instruction.

Reports from survey participants also covered a wide range of peer involvement. We categorized these as helper, teacher, model, advocate, and friend. Types of support mentioned are noted below:

- Helper
  - Support during transition times
  - Assist in completing work or tasks
  - Assist in transfers
  - Assist in eating
  - Assist in dressing
  - Assist in reading
- Teacher
  - Clarify teacher directions
  - Prompt informally
  - Peer and cross-age tutoring in school and community environments

- Model
  - Role model for appearance, behavior, communication, social skills, activity participation
  - Participate together in cooperative groups
  - Have a conversation/Use augmentative communication system with student

- Advocate
  - Set up social situations for learning
  - Report successes and challenges
  - Suggest ways to increase participation
  - Create adaptations
  - Participate in individual student's team and/or building level team
  - Challenge existing school structures and policies which restrict the participation of all students
  - Hold class meetings for group problem solving

- Friend
  - Accompany to extracurricular events, activities in community, at each other's homes, parties
  - Call on the phone
  - Participate in circle of support
  - Participate in futures planning group (e.g., MAPS, Individualized Planning Sessions)

Villa and Thousand (1992) provided a strong rationale for consideration of peers in collaborative roles with instructional staff: (1) all available resources are needed to address the diversity of our classrooms, and students are both cost-effective and exciting instructional resources; (2) current school restructuring efforts contain greater emphasis on student participation in their own learning and use of critical thinking skills, and collaborative peer models provide these opportunities; (3) it is important for all students to acquire an appreciation of diversity in learning styles and ability levels, in order to prepare them to be empathetic and contributing future leaders and neighbors; and (4) the provision of advocacy opportunities for students can promote citizenship behaviors, while arming students with the collaborative skills required of adults in today's world.

Finally, data collected in studies in four states, and summarized in a recent Minnesota IMPACT (Vandercook, York, Sharpe, Knight, Salisbury, Leroy, & Kozleski, 1991), indicated that general education students' achievement scores are not adversely affected by having students included in their classrooms, and concurrent measures of self-esteem show positive growth.

Examples of natural peer assistance, problem-solving, and advocacy abound. A parent we know frequently talks about the ways Anna's friends "enlightened" her, e.g., listing her six-year old daughter's chores and advocating for a weekly allowance; inviting her to sleepovers with no reluctance regarding her care needs, and their parents being comfortable with this as well; getting her on roller skates so she could "feel the wind in her face"; helping redecorate her room, which they thought too babyish; shopping and selecting purchases with her after she saved her allowance (Mintun, 1992).

Ayres et al. (1992) provided good examples of mutual benefit in their recent study group report. In a journal writing activity, a non-writing student dictated her entry to another who needed writing practice. In the case of Anna, whose peers were described above, these students assist with reading during silent sustained reading, thus improving their mastery while devising adaptations for Anna such as pointing to pictures on request, selecting a character, action or color in a picture, etc.

A final word is in order about support strategies in general. York, Giangreco, Vandercook, and MacDonald (1992) stated that "...the provision of real (as opposed to intended) support is contingent, in part, upon a mutual understanding of the outcomes sought as a result of the support" (p. 103). These authors contended that outcomes for support in inclusive classrooms should include successful learning and social experience for all students, and a feeling on educator's parts of being truly supported in their efforts to accomplish this.

Measuring Outcomes

How do we know that successful learning and social experiences are occurring for all students? What types of measurement are appropriate for and congruent with general education classroom practices? How are both individual and group outcomes measured in cooperative situations? These are critical questions for all educational settings today, given the influence data will have on our educational decisions at individual classroom and school levels.

All of the surveys we collected indicated that data are taken on learning progress. Data collection included such things as: narrative entries in a journal, report cards, anecdotal reports, accumulated work examples included in student portfolios, Individualized Critical Skill Model (ICSM) (Hollowach, 1989) assessments, feedback on instructional programs, self-monitoring programs completed by students, graphs/charts, 0-4 ratings on steps of a task, and pre/post measures. Most respondents mentioned that data collection is driven by the student's IEP goals and objectives.

Ford, Davern, and Schnorr (1992) reviewed some examples of innovative and meaningful assessment practices in general education, such as performance tests and student portfolios. Performance tests fit well with the cooperative, activity-based and multi-level approaches discussed in Chapter V, and provide for individualized as well as group measurement. These "tests" measure performance on a series of group tasks that have been completed over an extended period of time. Group problem generation, data collection and analyses, and reporting are components of this process. The final report might include products exhibited (maps, posters, structures built by the group), portfolios (compiled samples of each student's work over time), oral (debates, skits, plays) or written reports.

Portfolio or "authentic" assessment systems are also being piloted in several states, such as Vermont and California (Ford et al., 1992). The composition of portfolios is often both student and teacher determined, and the evaluation of this material is conducted using preset criteria which can examine many variables beyond typical measurement systems. Some of the performance tests examples above might be portfolio entries; other examples might include (1) samples of Anna's crayon drawings during 1st grade art which could demonstrate growth in color use as well as fine motor skills, (2) journal samples from language arts in Bill's second grade, which illustrate his expanding use of pictures, words and sequencing skills, (3) shopping lists composed by Mary during a junior high math class, which demonstrate money amounts needed and increases in basic addition and subtraction skills, and (4) communication/ conversation book samples with dated peer descriptions of the student's use of these during activities.

A primary issue for specific consideration in outcome data measurement or data collection is ensuring a fit between special education practices described in the IEP and the general education methods utilized. This does not mean that where written tests are the primary measure this must be the included student's system as well. Rather, it means that continuous as well as periodic data collection need to be relatively unobtrusive, and should utilize the staff present in the class, as well as peers as appropriate, to maximize efficiency and minimize the presence of "extra" adults, and thus ensure a real picture of student performance within the classroom milieu.

Meeting a Variety of Needs in a Typical Lesson

A. *Monthly Journal Summary*

At the end of each month in the Spring, Mrs. Finley's first grade class brainstorms all the special things they've done as a class during the month. Students work in their established cooperative groups for the initial brainstorming activity, since these small groups (four to five students) provide maximum opportunities for all students to contribute. Each group has a flip chart and either writes a key word on it to depict the activity, or draws a quick picture. Picture drawing is used if students are unable to spell specific words.

In the 10 minutes of cooperative brainstorming, students have specific roles, such as recording, underlining in color, facilitating, reporting, and keeping time. Staff, including Mrs. Finley, a special education paraprofessional and a bilingual paraprofessional, rotate among the groups to assist them with the task. This part of the activity includes several learning objectives for the students:

1) working cooperatively;
2) attending and listening;
3) memory;
4) brainstorming;
5) expressive language; and
6) turntaking.

B. *Group Sharing/Report & Journal Writing*

After ten minutes, each group's reporter takes a turn sharing their list with the whole class. Flip chart sheets are brought to the front and posted. As the reporter speaks, Mrs. Finley helps to augment the chart by underlining words or writing additional key words that she wants the class to learn. As these are printed on the board, each student writes the list in their personal journal, decorating the pages with the art project of the day, for example cutting out connected paper people. This activity includes a number of learning objectives for students:

1) copying from the board;
2) printing skills;

3) word recognition;
4) tracing around a template;
5) cutting out shapes;
6) pasting; and
7) coloring.

Students with a variety of abilities participate in the activity, requiring different levels of assistance. Instructional staff rotate among the groups to answer questions and offer assistance and advice.

Christian is a bright, engaging student who has little ability to move his body. He has an excellent memory and is a willing volunteer in brainstorming. He is the reporter for the group during sharing in this instance, and is also able to help others with spelling key activity words. His support in this writing activity includes the use of light, thick pens that allow him to hold the pens and provide the sensory input he needs in writing. They also produce a darker line than pencils, which for Christian do not mark darkly enough. A peer, David, opens the journal for him to write. On his wheelchair tray, Christian has self-opening scissors mounted that he can operate by pressing down and then releasing them. David holds and turns the paper for him to cut. He also turns the paper people over for him to spread the glue from a glue stick which has been opened for Christian. David then turns over the paper people allowing Christian to paste them down. David's involvement with Christian in this activity has helped to keep David focused and involved. He is a student who typically has difficulty with individual seat work, and has been considered "disruptive" in the past.

Jean uses a communication book and a few important signs to communicate. She is unable to identify alphabet letters or print. When this activity is scheduled, her teacher informs Jean's family who talks with her at home about what she's done in school that month. A symbol of one of the class activities is included in her communication book for that day and during the brainstorming, Jean is expected to point to the symbol. She is given the first opportunity to contribute in her group. The list from the board is written for her by a staff person, and a peer recites each activity as they write them. This provides her peer, Maria, who has limited English fluency, with extra practice in reading the words. Then, with the staff person holding the paper, and using double ring teacher scissors, Jean cuts with assistance around the shape. She puts paste on the back of the shape using her fingers and with Maria's assistance to place it, pastes the shape into her book.

Jennifer likes to be engaged in conversation. She has both vision and hearing disabilities and communicates through an interpreter. Before the brainstorming activity, her interpreter signs into her hand what the teacher is requesting. Jennifer is able to verbalize some of the activities of the month. Later, when students are writing in their journals, she dictates the list into a tape recorder and adds things she remembers from the activity to her list, embellishing the list auditorally rather than visually. Jennifer then plays her tape-recorded list for one of her peers in the group, Minh, who is just beginning to read English. As Jennifer's tape mentions a word, Minh looks for that word on her list. Minh then assists Jennifer while she cuts with scissors around a raised line made with dried white glue and pastes the paper people shape on the journal by feeling the edges of the book.

A number of support strategies have been utilized here, in a classroom with 30 pupils, three of whom experience specific disabilities. There is a great deal of diversity in the class, including students with high activity levels, and students who are beginning English-speakers. However, by utilizing cooperative groups, peer support, and integrated versus pull-out support staff, the activity becomes an exciting and meaningful learning experience for all involved.

V. STUDENT-SPECIFIC STRATEGIES

By: Tom Neary

Designing an Individualized Program

Inclusive education reflects the knowledge and skills gained through our experience in both general and special education. The practices which have proven to be valuable in general education in assisting students to acquire and utilize information and to problem solve, used in conjunction with those strategies demonstrated to be of value for students with special needs, provide a solid base for supporting learning for any student. As discussed in Chapter IV, whole language, thematic or experience based instruction and creative student interactive learning strategies, such as cooperative learning, offer exciting potential for all students because of the benefits of modeling and the relevance of learning in context. Cooperative learning in particular, offers a natural opportunity for participation at a variety of levels. Downing and Eichinger (1990) described cooperative strategies to facilitate participation of students with dual sensory impairments. Strategies commonly associated with special education, for example identifying learning styles, breaking activities and routines down into manageable parts, targeting discrete units of instruction, providing within stimulus and extra stimulus prompting, embedding critical motor, language, cognitive and social skills within functional activities and motivational techniques also offer a great deal of potential for general education, particularly in light of the increasing diversity of general education students discussed by Sailor (1991) and others.

As students with severe disabilities are served within general education environments, it is critical that the knowledge and practices of special education not simply be discarded as out of date. Our success in including students full time in general education who do not demonstrate typical readiness in terms of cognitive, language and/or social skills is due in large part to the skills of educators in finding potential in the core curriculum and classroom routine and adapting that curriculum to meet the needs of individual students. Inclusion means more than just being there for "social goals." Successful inclusion means that students' individual needs in language, motor, cognitive, social and life skills are addressed systematically within the most natural, integrated contexts.

In order to incorporate best educational practices in inclusive settings, a ***functional assessment or curriculum based assessment*** is essential. (Hollowach, 1989; Sailor & Guess, 1983). The basis of a functional assessment is the ecological inventory, a listing of the sequences of behaviors that reflect the actual skills necessary to participate in a variety of community environments (Falvey, 1989). The advantages in developing curriculum through this ecological strategy are multiple.

1) encourages life planning so that education is relevant
2) allows for individualized instruction
3) identifies present levels of performance to provide a means for measuring student progress
4) identifies potential adaptations in materials, rules, sequences and content
5) assists in identifying targets for instruction
6) provides information necessary to determine essential support
7) identifies areas of need and opportunity in basic motor, language, cognitive, social and activity performance areas
8) allows related service staff to gather relevant, contextual information regarding language, motor activity, learning style, vision and hearing use

9) maintains a reference to activities and instruction followed by chronologically age-appropriate peers

An Information Gathering Process

The initial step in a functional assessment is an information gathering process. Out of the vast universe of possibilities for instruction, what are the most important areas to address? What environments, activities and skills are critical to support full participation for an individual student?

School Site Inventory

One of the school sites we've had the opportunity to work with has a very simple site mission statement: "We believe that all students can learn and it is the responsibility of everyone in the school to make sure that happens."

While students are primarily assigned to classrooms, particularly at the elementary level, in fact, the entire school is a learning environment. Effective schools organize their direct classroom instruction and school resources in such a way as to support learning in all environments of the school. Ferguson and Jeanchild (1992), for example, list a number of school environments that offer potential for learning. Access to all curricular and extracurricular activities provides students with the opportunity to explore their interests, gifts and potential. One of our roles as educators is to be aware of all the opportunities a site has to offer, including classes offered (journalism, photography etc.), extracurricular activities (clubs, athletics, drama groups, scouts, chorus, band, Odyssey of the Mind etc.), special school events (Spring carnival, etc.) peer support programs and school communications (newsletters). While many of these activities have in the past been considered off limits to students with disabilities, changes in attitudes and expectations are inviting participation.

As a base for decision making about designing an individualized program, a thorough understanding of what the school has to offer is essential. This information is best gathered by talking with staff at the school site, attending club meetings, requesting ideas from other staff and examining school newsletters and bulletins as well as opening a dialogue with students and is typically gathered over time by staff who become intimately familiar with their school culture. For new teaching staff, it might be helpful to have a format to follow. An example format for inventorying a school site is included (Training & Resources for Curriculum & Community Integration, 1992) which identifies key information staff will need to ensure full utilization of the opportunities available. For example, one of the critical issues for students in secondary schools is the opportunity to pre-enroll in classes. Students with disabilities are often left out of this process and are forced take whatever is left in the fall. By understanding the enrollment process and promoting the expectation that all students have the opportunity to pre-enroll, students will be more likely to participate in motivating and interesting curriculum. The inventory process also provides information about natural peer support programs at a school site, for example, peer counseling, peer conflict resolution teams and peer tutor programs, that may be available and that can preclude establishing separate programs. One California high school integration support teacher at **Harbor High School in Santa Cruz Unified School District** described the opportunities a word processing class has provided for a student with multiple disabilities. While Carlos was originally involved in the class to develop conversational skills with a peer who was learning computer word processing, their relationship expanded to writing a collaborative column, "New Friends" for the school newspaper. They developed their interview questions in collaboration, Carlos asked the questions and his classmate took notes and typed the column. This type of opportunity is often lost when special education support staff are not familiar with all a school has to offer.

ENVIRONMENTAL INVENTORY - SCHOOL SITE

Training and Resources for Community and Curriculum Integration

Date September 1992

Site Trajan Elementary Inventoried by Jane Sanchez and Beth Williams

1. School demographics

A. Number of classes at each grade level

K-6 school; K-2 classes, K-1 combination class. !st grade- 3 classes; 2nd-3 classes; 3-4 combination class; 4th- 3 classes; 5th-6th family- first two hours mixed, then separate for specific subjects.

B. Class sizes

The limit is 32. Classes are presently held at 29. This is subject to change with budget issues.

C. Instructional assistants in general education classes?

Three School Improvement Program aides. No one class is assigned a general aide for the class. Aides are used as needed, such as for language arts in K-3.

D. Additional support staff/volunteers

There is no clerical support for the teachers. There are 1 1/2 Resource Specialists. There is an English as Second Language specialist part time. Three days a week, a speech therapist is available. Also available are a vision specialist and adaptive PE specialist part time. One PH and one CH specialist, school nurse, program specialist, physical and occupational therapist are available part time. Volunteers, parents, Teachers of Tomorrow participate.

2. General school schedule (include arrival, recess, class periods, lunch, dismissal, homeroom)

1st grade	8:10-1:45
2nd grade	8:40-2:30
Recess	9:35-9:45
	10:40-10:50
	1:45-1:55
Lunch	11:15-11:55
3rd grade	8:10-1:45
	8:40-2:30
Recess	9:55-10:15
Lunch	12:10-12:50

4th grade	8:10-2:30
Recess	10:00-10:20
Lunch	12:10-12:50
5th/6th	8:10-2:30
Recess	10:20-10:40
Lunch	11:40-12:30

TRCCI; 1992. California Dept. of Education.

3. **Organizational structure**

A. Administrative structure (who is responsible for what?)

Principal only-no vice principal. High degree of support and collaboration by the entire staff. Real sense of "family" from the school staff.

B. Department meetings? When?

Grade level at prep time. Each teacher from each grade level-one on study team, Wednesday before school; one on grade level team Thursday before school; one on grade level curriculum; one on school site council, 1X per month; faculty meeting 1st and 3rd Tuesday of month

C. Faculty meetings? When?

2:45-3:30 on the first and third Tuesday of each month.

D. Staff duties (bus/lunch duty, etc.)

Teachers have duty-free lunch. No bus duty in A.M. but duty in the P.M.

E. Established school support teams (school governance, PTA, student study teams, school improvement plan, school site council)

School Site Council once a month. Student Study Team.

4. **Peer support programs (peer tutoring, peer counseling)**

Have had peer tutoring during lunch time last year. Lost room to Medical Therapy Unit at school. Would like to reinstate it. No peer counseling at present.

5. **School information methods (i.e., newsletters, bulletin boards, announcements)**

Large sign on front of building. Can change letters, monthly. PTA newsletter. Grade level weekly newsletter. Bulletin board in office.

6. **Classes offered (secondary - i.e., journalism, photography, etc.)**

None.

Additional class activities offered (elementary)

Have had GATE (Gifted and Talented Education) after school.

ENVIRONMENTAL INVENTORY - SCHOOL SITE *(CONT.)*

7. **Class registration/scheduling (procedure for enrollment, especially secondary)**
   Typical forms-birth certificate, shot record, proof of residence.

8. **Extracurricular opportunities (i.e., clubs, athletics, drama, scouts, etc.)**
   Choir (4-6th); soft ball; song and dance; talent show; drama; musicals.
   $20.00 fee.

   Procedures for enrollment
   Anyone can enroll. Check with teacher.

   Cost(s) involved
   $20.00 fee.

9. **Special events (i.e., graduation, homecoming, assemblies, prom, fund-raisers, class trips)**
   Awards assembly monthly; field trips by class-yearly at least.
   Donation is $30.00-$40.00 a year. Fund raisers throughout the year.

10. **Opportunities for parent involvement (i.e., PTA school improvement team, etc.)**
    Active PTA; school site council; volunteering.

11. **Safety issues**
    Ramps and widened curbs for the wheelchairs. Traffic flow in the parking lot. Children need to walk their bikes.

12. **Special rules, considerations, expectations (student handbook, discipline policy)**
    Discipline policy described in school manual. Teachers each use their own techniques, however, assesrtive discipline is described in the manual. Class buddy system with students going to other classes.

Family Interviews

Designing an individualized educational program demands a thorough understanding of the student's life, both within and outside the school. Educators who understand the environmental demands, resources and values of significant people in a student's life will be more likely to attend to important skills and able to ensure that instructional methodology utilized conforms best to that student's needs and style. Who better to provide this information than those people who spend the most time with her? Critical to a good working relationship between educator and parent is communication. Both parents and educators have expressed a strong belief in the value of pre- IEP conferences. Structured, open-ended interviews, for example the Individualized Critical Skills Model Family Interview process (Hollowach, 1989), and other ecological strategies, offer a method for gaining information about the student's present level of performance in life outside the school, student preferences, communication styles and friendships. They also allow families to express their hopes, dreams and values in a comfortable setting and encourage the development of individualized educational programs that meet student needs in inclusive settings. A case manager, typically the special education teacher or integration teacher and an additional team member if desired, meets with the family in the home or another comfortable environment to conduct an interview that focuses on family perspective and family needs through discussion of their child's daily schedule, basic communication, motor, social and cognitive skills being demonstrated and by asking for the family's hopes for the short and long term future. The role of the interviewer is to listen, gain an understanding of family values, resources and needs and develop a working relationship that will allow for honest and comprehensive planning throughout the school years. Planning in this manner also supports families in becoming better advocates for their children in working with the myriad of service providers who may be involved with a student.

Worksheets, developed for this purpose and utilized in California are provided (TRCCI, 1992). It is essential to recognize the importance of using an informal *interview* format in gathering this information. These worksheets are just that, they are not forms to be sent home or to simply fill out with parents. The interview is a dynamic process in which trust is built, information is gathered and ideas are generated to increase the student's participation as a valued member of his or her community. For further information on this process, see: Hollowach, K. (1989). Teaching that works: The Individual critical skills model. Sacramento, CA: California Department of Education.

Curriculum Matrices

Teachers in general education who have not had experience in providing instruction for students labeled severely disabled often believe that they do not have the skills to work with these students or that the general education environment does not offer what a particular student needs. Special education has reinforced these beliefs over the years by establishing separate but ostensibly equal learning environments and welcoming students with special needs with open arms. It has become obvious to many educators however, that special environments cannot offer the variety, stimulation or potential that general education environments can, particularly because variety, stimulation and new ideas come also from the thirty or so students in those classroom environments. Communication regarding individual student needs and the general education core curriculum and routine clarifies the potential of the regular classroom.

Many educators in inclusive schools utilize a matrixing process to communicate initially (Giangreco, Cloninger, & Iverson, 1992; Vermont Statewide Systems Change Support Project, 1991). This involves a discussion of current Individualized Educational Program (IEP) goals and objectives in the context of the classroom

ICSM

FAMILY INTERVIEW

Interview date 8/14/92

Student Rose

Birthdate 3/29/84

Address

Phone (Home) Phone (Work)

Directions to place of interview Rose's home- 80 E. to Russell Blvd. Go left on 8th St.; Right on Alta Dr. (3917 Alta Dr.)

Parent/Care provider's name Joe and Sharon

Other individuals to contact:

Name Shawna, Megan, Rebecca, Steven- friends; Alice and Bill- grandparents

Phone

Relation

Permission granted

Best time and day for contact

Phone

Best time and day(s) available for planning meetings Wednesday, 2-5:00

Local environments: Park across the street; school 3 blocks away Convenience store 2 blocks away

Medical considerations Recent onset of atonic seizures; side effects of medications- ataxia and lethargy

Equipment considerations Uses wheelchair, gait training walker, stander soon to be acquired

Additional services providers (Regional Center, CCS, etc.) Alta California Regional Center; Kaiser physical therapy(temp.); occupational therapy (Elks).

Revised 6/92 • Gorevin, Kanda, Meinders, Neary, Perlroth; Training and Resources for Community and Curriculum Integration (TRCCI). Calif. Dept. of Education.

WEEKDAY SCHEDULE

Student **Rose**

List information from the time the student gets up and goes to school until the time he/she arrives home from school and goes to bed.

MORNING ROUTINE

Student participation	Area to target	Family	Student
7:45 Getting up Tries to get up, needs lots of assistance from parents. Very unstable in the A.M. Parents get her to the bathroom quickly (dry all night!) Happy in the A.M. Medication may be affecting her waking up on her own. Must watch very closely due to the seizures.	Learn intervention method to inhibit onset of seizures.	X	
8:00 Getting dressed Rose chooses from outfits held up. She looks and reaches for one. Mom talks about clothing and Rose helps by putting her hands/arms up to help dress. Not able to help with pants-seems weaker with the medications, less muscle tone.	Increase Rose's participation in putting clothing on.	X	
8:30 (Non-school day-summer) Flexibility/movement Joe works with Rose on the rug-stretching, rolling, crawling. He feels the medications have affected her disposition-she tolerates things now, rather than enjoy them as before.	Teach school personnel how to do exercise routine.	X	
Eating breakfast Parents help her walk-different amount of help each day. Sits in the stroller to eat-this is a concern due to the slant of the seat. Regular chairs don't have sides. Appetite in the A.M. is good. She takes meds independently and eats independently (left hand). Sometimes puts cup down in plate or on side. Uses picture communication board-selects from choices. Reaches for the board when it is not available. Beginning to show some frustration when she can't have her choice.	Make communication board readily available at all times.	X	
8:30 To school Pushed to school in wheelchair-friends walk with her. Enjoys this trip, friends talk with her.	Pushing own chair.	X	
(Non-school day) 9:00 Activities with Marietta Playing piano, using communication board-trying to isolate finger, working on scales. Hand over hand, sometimes from wrist. Rose enjoys this. Exercises on floor(PT), doesn't seem to enjoy this.	Consider having her change channels, turn up sound. Work on facilitated commun.	X X	

WEEKDAY SCHEDULE

Student Rose

List information from the time the student gets up and goes to school until the time he/she arrives home from school and goes to bed.

MORNING ROUTINE

Student participation	Area to target	Family	Student
(Non-school day-summer) 10:00 Children's Day Park Three days a week. Rose is dropped off at the recreation program. Rose seems to enjoy this. Suggest talking to Kristin.	Take pictures of choices at CDP. Learn to use commuication board.	X	
Child Development Center Two days a week. Doing OK-sometimes too many kids there. Rose gets no extra help, there may be some resentment about this. She sometimes comes home wet.	Talk to staff about Rose's day.	X	

WEEKDAY SCHEDULE

Student **Rose**

List information from the time the student gets up and goes to school until the time he/she arrives home from school and goes to bed.

AFTERSCHOOL ROUTINE

Student participation	Area to target	Family	Student
(Non school day-summer) 1:00 Coming home/lunch Rose is a bit more groggy lately. She eats a light lunch. Sharon hands Rose dishes and wheels her to the table where Rose puts them down. Rose wants to sing during the lunch. Takes meds at lunch.			
(Non school day) 1:30 To bathroom Rose is often wet-she shows it on her face. Mom can tell her to hold it sometimes. Seizures are making it difficult. Parents help her wash her hands. Tries to grab the towel to dry hands. Afraid to let her near sink alone due to seizures. Not turning on faucet lately.	Indicating need to go to the bathroom.	X	
3:00 Nap Not able to get herself into bed lately. Wants mom to stay and sing- Rose initiates this by starting to hum.	Getting into bed by herself.	X	
4:30 Waking up/play Someone needs to wake her up-she's generally happy and refreshed. Parents help her out of bed. Rose will eventually sit up and try to get out of bed. Brady (dog) comes in and nuzzles her. Goes to bathroom (usually dry).	Can we get a teen ager to supervise kids instead of parents?	X	
Friends come over to play-read to her, play house, store, restaurant, Barbie. Rose plays the customer. Uses communication board with friends. Kids report to Sharon what Rose is doing. Sometimes swimming in the backyard or bike ride with the family. Rose loves these things. Kids are great finding ways for her to participate.	Use communication board to choose who she wants to play with.	X	
6:00 Swimming lessons (summer) Dropped off, program provides instructors. Friends go to watch. Not sure how she feels about it.			
7:30 Dinner Very hungry; parents have her help, hold things, use communication board to choose. Family talks about her day with her.	Communication board for choices, conversation	X	

TRCCI; 1992

WEEKDAY SCHEDULE *(CONT.)*

EVENING ROUTINE

Student participation	Area to target	Family	Student
8:00 **Family time** Rose likes to play with her dog, listen to music, watch a video, go to the park across the street or go out with her family. Sharon and Joe work on her use of the communication board and the computer. Friends are often over. She remains engaged with them and really enjoys their visits.	Play independently for longer stretches of time.	X	
9:00 To bed Helped to the bathroom, assisted to wash her face and hands and to brush her teeth. Lots of hand over hand support. Helps remove some of her clothing when parents start. Able to raise arms to put on pajamas. Helped into bed, likes a song. No problems sleeping.	How can we work with Rose on this now that her stability is so poor?	X	

WEEKEND ROUTINE

Student participation	Area to target	Family	Student
Activities Goes shopping with her family, friends. Rose in wheelchair. Parents and friends have her reach and hold items, make choices. Walks with someone at her side.	Find teenager to accompany Rose and friends instead of only her parents.	X	
Goes to family cabin at the lake.			
Out with other kids to park, events.	Needs to visit other kids in their homes instead of only in her home.	X	

BEHAVIORAL AND BASIC SKILLS INFORMATION

Student **Rose**

Activities student likes to do/does not like to do

Likes: music, singing, TV, rides in car, bike rides, slapstick, animated rhymes, sing song, piano scales, watching bubbles, candles, smoke

Doesn't like: taking clothes off, going to the bathroom

How does s/he let you know? *(If parent is providing information)*

Smiles, kicking feet, vocalizing.

Bites her hand, disinterest (sucks on hand, yawns).

Interaction student enjoys/does not enjoy

Wrestling, affection, talking to her dramatically, highs and lows of voice.

Enjoys most interaction.

How does s/he let you know?

Same as above.

Tell me about friendships/relationships. What are some of the things your child does with friends?

Friends over all the time-they play with her and advocate for her in and out of school. They swim together, bike, go to the store and other places. This has been a real joy for her family. Kids are very creative and stand up for Rose.

What are your dreams for your son/daughter?

Greater independence; communication system that goes beyond "needs"; more ways to contribute; achievement; unique role in life; controlled seizures; happy; solid support group.

Is there any additional information about your son/daughter that we haven't talked about regarding:

Communication (receptive/expressive) **This is critical! We all need to use her system consistently. We should use it receptively, too. Facilitated communication should be used-trying it at home now.**

Mobility **Stay close to Rose right now. When seizures are controlled, we'll get back to the walking.**

Toileting **Watch her face, ask her during the day if she needs to go. Singing is a real reward.**

Foods/drinks s/he likes or dislikes **Doesn't like sour juices or things too hot. She seems more finicky now. Doesn't like peanut butter and jelly, swallowing is more difficult now. Sometimes stops and holds food in her mouth, needs it taken out (since medication).**

Are there any behaviors of concern?

Appears more passive; less zest for life; less energy, excitement. Parents are certain this is due to medication side effects. Sometimes she hugs people she doesn't know. Mom doesn't like this. Drooling and putting things in her mouth are a problem.

BEHAVIORAL AND BASIC SKILLS INFORMATION *(CONT.)*

How do you deal with problem behaviors? **Hugging: Mom intervenes, encourages her to take their hand.**

Drooling/ hands in mouth: Tell her to take it out, "show me nice hands"; sometimes we don't stop her.

Describe the best way for your child to learn a new skill.
Hand over hand, repetition, trial after trial. Careful selection of target skills. *We need to find a way for Rose to get the repetition and drill she needs in an inclusive setting. Parents would like to see this happen a couple of times a day. (15 minutes?)

Describe your child's opportunities for decision/choicemaking
Meals; choice of activities; choice of clothing; choice of people to see; places to go; tapes to listen to (friends have taped their singing and have a picture of them on the cassette case).

List some of your child's strengths.
Perseveres; pleasant, easy to be around; draws people to her; charisimatic, attractive; curious; healthy; likes to learn; expressive; loving; surprising.

How does your child problem solve? Make decisions?
She's accepting of most situations. She may try to get away and move to something else-mobility is a real problem now. It's hard for her parents not to do everything for her now. If she's upset, she'll scream, cry or vocalize.

MEDICAL

Medications used Klonopin; .25 mg 1X per day; Depakote: 5X day

When 3 X day, 2 pills at each meal

Physician Dr. Morehead

Allergies None

Side effects of medication Reduced tone; lethargy; less alert; nausea; more sleep.

Impact on learning Sometimes falls asleep in class; not as mobile.

Other

What things that we haven't talked about yet are important to you or other family members?

BEHAVIORAL AND BASIC SKILLS INFORMATION *(CONT.)*

	Student	Parent
How do you feel about the school program?	Rose smiles and shows enthusiasm when arriving at school.	Great. Her teachers are doing a wonderful job and her friends are a real plus.
Types of support you would like?		Wish she didn't need so much physical support now. Administrative support. Knowing that her principal and whole staff understand supported education.
What are your preferences for:		
Extra-curricular activities?		Need more older students planning for her.
Classes/subjects		Could use more opportunities for drama and music. More physical games, after school clubs.
Activities	Likes music	
Clubs		
Jobs		More responsibilities, class jobs.

	Parent
How would you like to be involved in the school?	Would do music with children - 1X per week. Help out in class 1X per week. Sports events.
What is the best way for us to communicate?	Notebook; write each day- anything notable to talk about. Keep track of progress, problems, seizures.
What are some of the benefits you see as a result of the school program?	Friendships, network of support. Learning to communicate. Attention, listening, focusing on things.

TRCCI; 1992

FAMILY PREFERENCE FOR ACTIVITIES AND ENVIRONMENTS

Student Rose

Date 8/14/92

1. List the prefered activities (not basic skills) and environments for one, two or three years from now in each of the following areas.
   INTERVIEWER: Use your information from community inventory file and student's immediate neighborhood inventory to assist parents/care providers.
2. After completing the list, note if it is a student or family preference for each activity.

Domestic	S F Pref.	Recreation/Leisure	S F Pref.	School	S F Pref.	Community	S F Pref.	Vocational	S F Pref.
Open drawers to pick own clothing.	F	Turn on TV; Look at easy books independently.	F	PE activities out of chair	F	Take community recreation classes; gymnastics, horseback riding.	F	Vacuum; do dishes.	F
Get something to eat by herself.	F/S	Play games on the computer.	F	Learn classroom routines	F	Be part of something musical; weekly music or drama club.	F	Fold her own handkerchiefs.	F
Cook a simple meal Waffles? Hot dogs?	F	Ride a large trike; Do some kind of dance movement.	F	Engaged in typical academic activities	F	Go to a friend's home more often w/out parents.	F/S	Walk Brady the dog.	F
Open gifts at her parties; Cut her cake.	F	Play a short song on on the piano.	F	Daily computer activities	F	Be in girl scouts or church group.	F	Make her bed.	F
				Have- kids involved in planning for her.	F	Attend local musicals with friends.	F/S		

TRCCI; 1992

INITIAL SUMMARY OF BASIC SKILLS AND CRITICAL ACTIVITIES[74]

Student Rose

Date 8/14/92

			BASIC SKILLS													
	PRIORITY 1, 2, 3, 4	HIGH PREFERENCE ACTIVITIES	Use commun. bd.	Make choices	Independent play	Inhibit seizures	Facilitated Communication	Get body moving	Indicate need for bathroom	Reduce hands in mouth	Discrimination in greeting behavior	Recognize letters/ words	Receptively label obj.			
DOMESTIC	3	Open drawers/choose clothing	X	X				X					X			
	1	Get something to eat-indep.		X				X		X						
	2	Cook simple meal	X	X						X			X			
	4	Open gifts/cut cake	X					X			X					
REC/ LEISURE	4	Turn on TV/Look at books	X	X	X							X	X			
	1	Computer games	X	X	X		X			X		X	X			
	3	Large trike/dance	X	X	X		X		X	X	X					
	2	Piano song	X		X					X						
SCHOOL	4	PE Activities out of chair		X				X			X					
	1	Learn class routines	X	X	X		X	X	X	X	X	X	X			
	3	Daily computer activity	X	X	X		X				X	X	X			
	2	Engage in academic activities	X	X			X	X		X	X	X	X			
COMMUNITY	3	Community recreation	X	X				X		X	X					
	2	Musical/ drama	X	X	X		X	X	X	X	X					
	1	Friends home w/out parents	X	X	X			X	X		X					
	4	Girl scouts/ church group	X	X	X			X	X		X					
VOCATIONAL	3	Vacuum/ do dishes	X					X		X						
	4	Fold own handkerchiefs	X					X		X						
	1	Make her bed	X					X		X						
	2	Walk Brady	X	X				X		X	X					

Revised 6/92 Gorevin, Kanda, Neary, Perlroth; TRCCI. Calif. Dept. of Education.

schedule. This informal meeting between the classroom teacher and the special education teacher or consultant provides time to clarify the desired outcomes for a particular student in cognitive, language, motor, social or self help skills; to ensure that the classroom teacher understands the expectations regarding achievement of core curriculum objectives and to gain insight from the classroom teacher about opportunities in classroom routine. An additional and equally important objective of this meeting is to acknowledge the classroom teacher's ability to generate ideas about how to meet student objectives. This is particularly important to encourage not only because the special education support person(s) will not always be available, but because the creative ideas of general educators need to be unleashed.

Examples of curriculum matrices are included below. Current objectives in abbreviated form from the most recent IEP are listed in the left column of the curriculum matrix. The classroom schedule is listed across the top. Each IEP objective is examined across each classroom activity listed to identify potential for being addressed in that activity/routine and to brainstorm creative ways to work on that objective at that time. It has become evident that acquisition of basic motor, cognitive, social and communicative skills is more easily accomplished when they are infused or imbedded within relevant, natural contexts. (Sailor, Goetz, Anderson, Hunt & Gee, 1988; York & Vandercook, 1991). For example, Anna needs to work on her mobility. Each movement to a new group or classroom environment provides the opportunity to practice this skill. Dylan's IEP specifies writing his name. He'll practice this during each paper and pencil task in his classroom, including journal writing and art projects. It's important that Stacey develop a sight word vocabulary and in examining her classroom schedule, three specific times were identified: during her morning handwriting time at 8:30, during the reading/language arts period at 10:00 and again during silent reading at 12:20. Neil's IEP specifies his use of visual and auditory cues. He'll work on these skills throughout the day and staff will be attuned to this need in the manner in which they provide instruction. A slightly different version of the matrix is provided for Rob, a high school student. Cooperating teachers using this matrix have identified some initial strategies for adapting curriculum.

This initial brainstorming is meant to generate ideas, not to fix curriculum. More information through the functional assessment process and through discussions in planning team meetings will further define which words the student will work on, how she'll practice these skills and what support she'll need. It's interesting to note that teachers involved in inclusive schools report that objectives change once students become more involved in their general education classrooms. Other skills become important to student success and educators as well as family members are able to see motivating events, routines and information that make more sense to focus on both programmatically and with an eye toward improvement in the student's quality of life.

IEP objectives that for one reason or another cannot be met through the typical classroom routine are noted. These may be addressed through a substitute curriculum (to be addressed below) or can be discussed again through the IEP and team planning process to determine whether they are still important.

The major purpose of this first discussion of curriculum is threefold: to gain an insight into the classroom routine, to ensure that individual needs are going to be systematically addressed and to encourage collaborative ideas from both general and special education teachers. This last purpose is critical in facilitating ownership of student success. (Thousand & Villa, 1989).

Functional Assessment

Assessment is not a static, once a year event, but rather a dynamic process that continues to generate new questions and new information. Our skills as educators

IEP OBJ./CLASSROOM SCHEDULE MATRIX

✓ = Opportunity to work on student's IEP objectives

Anna

First Grade 1990-91

Classroom Schedule

IEP Obj.	8:30-8:50 Opening: Flag; attend.; calendar.	8:50-9:45 Lang.; Reading; Phonics; Choice.	9:45-10:00 Recess; snack	10:00-10:15 Sharing	10:15-10:50 Math;manipulatives; Sorting; Classifying	10:50-11:30 Music; PE; Social studies	11:30-12:15 Lunch	12:15-12:35 Story	12:35-1:20 Lang.; Journal; Math; Brainstorming; Choice	1:20-1:30 Recess	1:30-2:15 Art; PE; Social studies
Walk independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clap hands			✓		✓	✓				✓	✓
Part. w/peers in PE games			✓			✓	✓			✓	✓
Use name stamp independently		✓			✓	✓			✓		✓
Use crayon or paint approp.		✓			✓	✓			✓		✓
Complete 3 piece puzzle		✓			✓	✓			✓		✓
Follow multi-step routine	✓	✓	✓			✓	✓			✓	
Get in and out of wheelchair	✓		✓				✓			✓	✓
Up and down from floor indep.	✓	✓		✓	✓			✓	✓		
Use 5 new signs to communicate	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Say "Mom" to photo or mother	✓	✓			✓	✓			✓		✓
Choice using commun. board		✓	✓		✓	✓			✓	✓	
Turn taking with peer		✓	✓		✓	✓			✓	✓	✓
Circle of friends; initiate interaction		✓	✓		✓		✓		✓	✓	✓
Computer use-games;commun.		✓			✓				✓		✓

PEERS

IEP OBJ./CLASSROOM SCHEDULE MATRIX

✓ = Opportunity to work on student's IEP objectives

Stacey

Classroom Schedule

IEP Obj.	8:30-8:45- Roll; Handwriting	8:45-9:20 Math terminals	9:20-10:00 Recess	10:00-11:15 Reading; lang. arts	11:15-12:00 Lunch	12:00-12:20 Silent reading	12:20-12:50 Social sciences	12:50-1:00 Recess	1:00-1:50 Health	1:50-2:00 Recess	2;00-2:35 Music; PE or film
Join activity w/ other student		✓	✓	✓	✓		✓	✓	✓	✓	✓
Remain on task	✓	✓		✓		✓	✓		✓		✓
Begin task w/in 5 sec.	✓	✓		✓		✓	✓		✓		✓
Single digit addition		✓									
Rote count to 50		✓									
ID numbers to 50		✓									
Write dictated numbers to 50		✓									
ID coins		✓									
Read sight words	✓			✓		✓					
ID beginning consonants	✓			✓		✓					
ID character/ setting of story				✓		✓	✓		✓		
Dictate a sentence	✓			✓			✓		✓		
Write lower case letters	✓	✓		✓			✓		✓		

PEERS

IEP OBJ./CLASSROOM SCHEDULE MATRIX

✓ = Opportunity to work on student's IEP objectives

Classroom Schedule

Dylan IEP Obj.	8:35 Opening circle: calendar, song, surprise box, jobs	8:50 science/soc. studies; oral language	9:10 Journal writing	9:40 Recess	9:55 Story time on rug	10:15 Groups: Math, Science/ Soc.studes, P.E./art, Lang. arts/reading	12:00 Lunch	12:45 Silent Reading	1:00 Sharing, music, social studies, library, chorus	1:45 Recess	1:55 Math, problem solving, free choice, reading
Id letters of the alphabet		✓	✓			✓		✓	✓		✓
Id 5 sight words	✓	✓	✓			✓		✓	✓		✓
Count 5 items	✓	✓				✓			✓		✓
3 part patterning	✓	✓	✓			✓			✓		✓
Classification skills		✓			✓	✓			✓		
Uses computer											✓
Cuts shapes			✓			✓					
Writes name		✓	✓			✓			✓		✓
Increase verbal skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Raise hand for attention	✓	✓	✓		✓	✓		✓	✓		✓
Line up with class				✓			✓		✓	✓	✓
Independent toileting							✓			✓	
Refrain from taking other's things		✓	✓			✓		✓	✓		✓
Increase receptive skills	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Build vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

PEERS

IEP OBJ./CLASSROOM SCHEDULE MATRIX

✓ = Opportunity to work on student's IEP objectives

Neil

Classroom Schedule

IEP Obj.	8:30-8:40-Opening; Roll; lunch count.	8:40-9:05 Journal	9:05-9:40 Math stations	10:00-10:20 Whole group	10:20-11:15 Reading stations	11:15-12:00 Lunch	12:00-12:25 Spelling	12:25-12:50 Story/DEAR	1:00-1:50 Science OR	Plan/Do review	2:00-2:35; Drama; PE; Music; speech
Trace name; assignments		✓	✓		✓		✓		✓		
Dictates a comp. thought		✓		✓	✓				✓	✓	
ID character in story		✓		✓	✓			✓			✓
ID colors	✓		✓		✓			✓	✓	✓	
Read sight words		✓			✓		✓	✓			
Attend to visual cues	✓	✓	✓	✓	✓			✓	✓	✓	✓
Attend to auditory cues	✓	✓	✓	✓	✓			✓	✓	✓	✓
Follow 1 step direction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Remain on task in group	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Follow class rules	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
1:1 corresp. #'s 1-10			✓						✓		
Rote count 1-10	✓		✓								
Count sets of #'s to 10	✓		✓		✓						
Trace numbers			✓								
Recite days of the week	✓										

Integration Matrix* – High School

(Harbor High, Santa Cruz; Debbie Zehnder, Teacher)

		Period 1	Period 2	Period 3	Period 4	Period 5	Lunch	Period 6
	Name: Rob	*Science*	*P.E.*	*Work Experience*	*Work Experience*	*Library*	*Campus*	*Computers*
IEP Objectives	1. Use Intro-Talker to initiate conversations with ND peers	S	S	S	S	S	S	S
	2. Use self-monitor checklist	ML		ML	ML			ML
	3. Order from snack bar						S	
	4. Transition independently to next class/activity	S	S	S	S	S	S	S
	5. Use watch to be on time	S	S	S	S	S	S	S
	6. Recognize correct bus stop and route			S	S			
	7. Model voice level of peers	CO	CO	ML	ML	CO	S	CO
	8. Use Apple II printer							ML
Management Needs	1. Written behavior plan	✓	✓	✓	✓	✓	✓	✓
	2. Peer assistants in classes	✓	✓	✓	✓	✓	✓	✓
	3. Intro-Talker (updates overlays)	✓	✓	✓	✓	✓	✓	✓

S = Same *ML = Multi-level* *CO = Curric Overlap* *A = Alternative*

* Adapted from L. LaPlant, Vermont

improve with our increasing understanding of our students. Learning is also dynamic and exponential. As we learn new skills, the application of those skills opens up an ever expanding world, creating new challenges and new motivation. Each parent and educator we've talked with has expressed their surprise and delight at the way students in inclusive settings have exceeded expectations. This understanding validates the need to view assessment an ongoing process that is intertwined with instruction. As we teach, we learn.

The ecological, task analytic assessment strategies developed in special education over the years offer a method for examining classroom activities and routines and for generating a wide range of useful information. Viewing skills in context is also recognized as sound educational practice in general education as evidenced by whole language, thematic or unit based instruction. Students learn best from real activities (Glickman, 1991). In fact, asking anyone what they remember most fondly from their own educational experience will likely result in a response describing some form of experiential learning. There is an increasing interest in activity based instruction in general education in contrast to dydactic methods (Glickman, 1991). The application of real life experience as a basis for education has been a major force in education for students with severe disabilities for the past fifteen years and is one of the benefits of moving special educational services into the general education classroom. Community based instruction is valuable for all students. A number of educators are finding ways to involve students without identified special needs in functional, community-based instruction (Ford & Davern, 1989, 1992; Falvey, Coots, Bishop & Scheyer, 1989).

Assessment provides educators with information primarily about two things: what to teach and how to teach. Our assessment process should provide educators with information about how a student currently performs an activity, how he/she uses information, what modality is preferred or most useful, where in the activity or routine we need to facilitate learning, how we can adapt to allow participation and where we should focus our instructional resources, among other things. Assessment should make us excited about teaching a skill to a particular student because it should generate keys to learning for the individual student. The Classroom Activity Analysis Worksheet, provided below, organizes information gathered into five areas:

1) Classroom activity steps: a listing of generic activity or routine steps that any student takes in performing this activity. These should be discrete and small enough to allow a description of student performance on specific parts of the activity, but not so small as to make them counterproductive.
2) Student performance: a description of what the targeted student did at this point in the activity/routine describing whether or not the student responded to the natural cues, the physical performance on the step, any specific assistance that was necessary to support the student and any additional information that will help the team to determine how best to support the student in this activity.
3) Specific adaptations: ideas for how this activity step may be adapted to allow participation, for example, adapted materials, rule changes, providing physical assistance, focus on a different level of skill or changes in the environment.
4) Skills in need of instruction: identification of skills in this activity that the student should work on to increase his/her competence and independence, such as development of communication, motor or cognitive skills. Ideas about how these skills might best be taught are also helpful to the team and should be noted.

5) Comments/recommendations: additional information that might be helpful to a planning team is included here. This is the catch-all section of the tool and contains ideas for providing support, things to discuss with parents or others and suggestions for the team about how to ensure the student's success in the activity.

Functional assessment information is always gathered in natural settings, with natural cues and consequences available. The assessor's role is to observe how the student uses those natural cues and corrections, his/her physical performance of activity skills and how he/she may self correct. Information, in the form of prompts or corrections is provided only when the student is unable to move on in the activity and then only at the least intrusive level of prompt necessary. Our assessment process should not overlook natural support for individual performance. For example, do other students receive assistance from each other throughout the day? Does this natural assistance hinder a particular student from learning? The assessment worksheet provided below (Classroom Activity Analysis, Neary & Mintun, 1991), notes Anna's performance in a first grade circle time. Her participation in the activity includes raising her hand when her name is called in attendance. Peers who helped her appeared to assist too early, not allowing her the chance to do this independently. She was also pulled to standing. In examining her IEP objectives, getting up from the floor independently is a targeted objective. Observing in a functional context makes these discrepancies clear to us and allows for the discussion of strategies for Anna's skill development in this area.

In another example, Bob, who is enrolled in Personal Word Processing class, has a problem recognizing which file belongs to him as he obtains his materials for the day. He also has difficulty interacting successfully with others in the class. Teaching Bob to ask for assistance from peers or the teacher when he needs help can become a targeted goal for him in this class. Strategies to support his learning to identify his own materials also appear to be critical.

Related service providers, for example speech and language therapists, physical and occupational therapists, adapted P.E. specialists and psychologists have traditionally pulled students to separate environments to assess them in particular discipline areas. The validity of this practice, at least for much of the information derived, is in question. Performing certain language, motor or cognitive skills in a separate setting or not performing them in that setting does not always translate to the real, criterion environment. Information about these basic language, motor, cognitive and social skills is best attained in natural environments and activities. As students are being assessed in typical classroom and community activities and routines, related service providers should also be gathering relevant information at the same time. This transdisciplinary team approach, discussed by a number of educators (Campbell, 1987; MacDonald, 1991; Lyon & Lyon, 1980), serves to generate concrete strategies for improving performance in day to day, relevant routines. For example, if Anna is having trouble getting up and down, a physical therapist needs to provide expertise at this point in this activity. What is the best way for her to go from standing to sitting on the floor? Should she move to her knees first? Similarly, a speech and language specialist should be involved in creating her communication system for morning circle sharing.

The Classroom Activity Analysis worksheet is one format for generating useful information to organize instruction. It is meant to make us aware of the student's present performance and to be used as a decision worksheet to identify where and how we might adapt, where and how we might focus our instruction and where and how to support the student in this activity. Information and recommendations are then brought to the team planning meetings for discussion.

It is a common complaint that the paperwork portion of a functional assessment can be overwhelming or unwieldy, considering the number of activities a student is involved in, the day to day changes in routine, and the staff intensive nature of functional assessment. The critical factor in this type of assessment is that each support person involved in the student's program should be competent to gather information in this fashion on an ongoing basis. The worksheets included can be adapted to meet local needs. The functional assessment process is critical to meeting individual needs and is the difference in many cases between individualized instruction and just being there.

Critical Skills Summary

Periodically, new support people become involved in inclusive schools. Communicating the targeted objectives of students is important so that continuity in programs exist and so that as new activities emerge in the classroom, instructional personnel are able to stay focused on student needs. It is also helpful to communicate to others who wonder just what student needs are being met in this setting. Included is a Critical Skills Summary worksheet that outlines those important objectives for a student across the school day.

Curriculum Adaptation Strategies

Adapting to allow for participation has historically been a staple in special education historically. Adaptations in materials used, assistance provided, rules, activity sequences, as well as physical changes to the environment have enabled persons with specific cognitive, motor and language needs to participate in many aspects of school and community life. Viewing these adaptations beyond the scope of special education or outside the realm of only persons with disabilities has enabled service

PEERS

Classroom Activity Analysis Worksheet

☒ As is ☒ Physical Assist. ☒ Adapt Materials ☒ Multi-level ☒ Curriculum Overlap

Name Anna H.

Date May 24, 1991

Activity Morning Circle

Classroom activity steps	Student performance	Specific adaptations	Skills in need of instruction
Sit down on mat	Pulled down by peers; no chance to try independently	Allow more time	Standing to sitting; move to knees first
Listen to teacher	Focused on teacher, good attending		
Acknowledge name during attendance/lunch count	Assisted by peers to look, raise hand, sign Anna	Teacher cue to get ready; one peer to assist	Raise hand when name is called
Contribute to conversation	Attended; no opportunity to observe	Conversation book; teacher says, "Show us" and allows 20 sec for response before prompt	Shares information at least one time per week by holding conversation book or item up
Calendar	No opportunity to observe	Assist to place numbers; peer counts with her	Place date numbers, days on calendar
Stand for salute; salute flag;	Pulled to standing, no assist by Anna	Start early with cue	Stands independently; places hand over heart
Go to desk (by category)	No opportunity to observe, held by teacher	Peer to prompt regarding category	Walks independently; follows directions
Sit down	Needs assist to pull out chair	Chair out already	Sits independently; adjusts chair

Comments/Recommendations: Assign one peer for Anna per week versus two who change each day. Provide instruction to peers about overassistance and waiting to prompt until Anna gets a chance to try. Discuss with OT/PT re: standing to sitting/sitting to standing- what's the best strategy? Need to provide more time for responses- cue by support staff/peer prior to request or change of activity?

Neary/Mintun 1991

PEERS

Classroom Activity Analysis Worksheet

☐ As is ☐ Physical Assist. ☐ Adapt Materials ☒ Multi-level ☒ Curriculum Overlap

Name Bob

Date January 1992

Activity Computer class: Personal Word Processing

Classroom activity steps	Student performance	Specific adaptations	Skills in need of instruction
Arrives on time	Enters 2-5 minutes late Talks loudly as he enters	Coach prior to class Get pack ready	Control voice volume Walk slowly in room
Gets materials	Goes independently to file Talks loudly to self Gets other's files	Keep file in a separate place	Learn short phrases to ask for assistance (Hi!; How are you?; nod, smile) when passing.
Selects work area Begins program	Independently selects a computer table near peers; Tries to cram disk in Talks loudly Selects menu independently	Get peer to help w/disk Use phrase sheet Use "Keytalk" or easy word processor	Teach phrases to ask for help Hold disk correctly
Types program information	Types simple words; forgets (or is not motivated) to save material; Conitnues to talk loudly; gets frustrated at times	Use 3X5 cards; Type for short periods of time Peer prompt to relax Provide choices	Relaxation time (breathe, etc.) Observe what others are doing Take a break How to make choices
Prints work typed	Erases words when he is finished Knows "print" functions	Peer or staff help to print	Save material Give finished work to instructor

Comments/Recommendations: Develop self-monitoring sheet to reinforce steps and on-task behavior. Instruct peers to teach/remind when to relax, talk quietly. Teach peers conversation skill program. Assist instructor to collect finished work and return w/comments for reinforcement. Discuss w/parent to reinforce also. Give choices of materials to type and print.

PEERS Project 1991

PEERS

CRITICAL SKILLS SCHEDULE

Name ____________________________

	Activities/Routines/Environments							
	Language Arts	**Recess**	**Sharing**	**Math**	**P.E.**	**Lunch**	**SSR**	**Social Studies/ Science**
Critical Skill Needs	Use name stamp	Walk with Peers to playground	Looks at speaker	Uses name stamp	Makes choice of activity	Walks to lunch table	Touches pictures on request	Cuts and pastes
	Transfer to chair	Signs "More"	Stands/holds item to share	Takes turns	Climbs on equipment	Asks for help when needed	Looks at book independently	Walks to center or group
	Follow verbal directions	Makes choice of activity	Uses communication book	Uses math manipulatives	Signs "More"	Makes choices	Listens to tape with earphones	Transfers to chair
	ID pictures in story	Climbs on equipment	Goes from sitting to standing	Uses computer	Holds rings	Wipes mouth	Listens & watches pages when being read to	Signs to communicate "more" or "finished"
	Turns book pages		Uses conversation book	Responds to "Give me..."				
	Signs to communicate "more" or "finished"							
	Uses computer							
	Uses crayons to apply to paper							

Adapted from McGrath, 1991

providers to expand their thinking about the many ways things can be accomplished. We all use adaptations in our lives, from the calculator we use to balance our checkbooks to our daytimers to keep track of our busy schedules and to compensate for our memory problems. As Owen White pointed out in "Adaptive Performance Objectives: Form Versus Function" (1980), what is important is the critical effect of a response, not the form of the response. One of our responsibilities as educators is to identify the critical effects or outcomes we want for our educational programs and then find ways for students with a wide range of abilities and interests to achieve those outcomes. Special education was originally conceived to allow for that individualization, not as an alternate place to learn an alternate curriculum. Adaptations support individuals in participating by providing the tools they need.

A number of ways to organize core curriculum appear to have emerged in integrated settings. (Falvey et. al, 1989; Ford et. al, 1992; York and Vandercook, 1991; Vermont Statewide Systems Change Project, 1991). Five categories for examining curriculum participation are presented here. There is naturally a great deal of overlap between categories. These are by no means the only ways to adapt curriculum, but offer a way to prompt thought. The first choice of course, is to examine the opportunities for participation with no changes at all. Many of the activities and routines in general education classrooms do not require any adaptation since they accommodate participation at a variety of levels as a matter of course.

As Is

Students are involved in the same lesson as other students with the same objectives and using the same materials.

- Matt works at the reading station with other students, listening to a tape of a book while following along in the book.

- Amy shares a favorite toy with her class during morning circle by showing it to her classmates and answering questions about it.
- Lorena takes snapshots on campus to help construct the candid photo pages for the school yearbook.

Providing Physical Assistance

Assisting a student to complete activities by the actual manipulation of materials, equipment or his/her body.

- Christian's friend, who sits in front of him, turns the pages of his book when he finishes a page and asks for help.
- Anna's friends assist her out to recess because she has trouble on uneven terrain.
- Sean's peer assistant reads his in-class, one page science assignment to him so that he can participate in the science experiment and discussion.
- Tim's literature exam is given verbally instead of in writing to check for his understanding. With this adaptation his inability to write does not affect his comprehension score.
- Jean has an in-class note taker.

Adapting Materials

Utilizing materials that allow for participation in age-appropriate activities without having pre-requisite basic motor, communicative or cognitive skills.

- Christian uses pens that are larger and lighter than typical pencils allowing for easier flow and compensating for fine motor deficits.
- Amy uses a calculator during "Mad Minute" math to allow her to compete.
- Amy checks other students math work with her calculator.
- Jon uses a name stamp to sign his work.

- Sandra uses manipulatives to practice her adding and subtracting rather than relying on paper/pencil calculations.

Multi-Level Curriculum

Students are working in the same subject area, but are working at different levels of curriculum.

- Jon works on 3 spelling words instead of the 10 per week his peers are responsible for.
- Brian organizes pictures instead of printed words into categories in the animal habitat lesson.
- Neil dictates his journal comments to his support staff or peer who prints them lightly in his journal for him to trace over.
- Aaron pastes letters on his worksheet instead of writing them.
- Tracy types the title and author on a card and draws a picture about the story, when other students are writing book reports.

Curriculum Overlapping

Students are involved in the same activity with other students but may have a goal from a different curriculum area.

- Anna works on her ambulation skills as she moves to her learning centers.
- Sam is responsible for locating his classroom, finding his chair and taking out his class materials during physical science class.
- Joan works on her ability to make choices during silent reading time by selecting a book to be read to her and letting her partner know when to turn the page.
- Matt works on his range of motion skills to turn on a tape recorder during math enrichment time.

Substitute Curriculum

Students are involved in alternative activities that meet primary instructional needs when the general education curriculum at that time does not. This is determined by the student planning team. Priority is given to involvement with peers in all alternative activities.

- Aaron collects attendance during the morning math lesson.
- Stacey works on her computer with reading games while her peers are taking the chapter test in science.
- Todd works at the hardware store in the afternoon to meet a critical IEP objective.
- Frances goes to the office to deliver materials, to work on releasing materials into the hands of clerical staff and to raise her head to greet the staff.

In examining practices across a number of inclusive schools, adaptations were developed in two ways:

1. those done "on the spot"
2. those that were planned and designed in anticipation of the student's needs.

While it would appear that each adaptation should be planned and discussed, it is not always possible to do this. Classroom content and routine may vary from day to day and the spontaneity of a general education classroom, while making education interesting, makes planning difficult at best. Those educators involved in inclusive schools need to demonstrate flexibility and competence in adapting curriculum. They also need to have a good understanding of the student's abilities and needs. Some special educators have noted that activities in general education classrooms change "at the drop of a hat" and make planned adaptation difficult. For many, this is a far cry from the highly structured schedule possible in special education classrooms. Most commonly, the adaptations have been made by the special education teacher/facilitator or the paraprofessional. In some situations, however, the general education teacher adapts curriculum. In fact, one general education teacher responding to our survey reported that her school individualizes math for all students, establishing learning stations across the school and across age levels. Students with special needs are able to work at a comfortable and challenging level as any student in the school. Many educators supporting students in inclusive classrooms reported that less time is required in adapting as general education teachers become more familiar with the student as the year goes on.

In addition to having skills in making on-the-spot adaptations in dynamic classrooms, instructional personnel may also need supplementary individualized materials and activities. When instructional personnel are clear on specific goals and objectives for individual students, and are well trained in the adaptation strategies noted above, determining how a student will participate in new activities is more easily accomplished.

Through cooperative groups, mapping (Forest & Lusthaus, 1989), or personal futures planning (O'Brien, 1987), peers have also identified ways to adapt curriculum, routines, etc. Many teachers report that peers assist other students within activities, particularly when the class is organized to encourage child to child interaction. The array of instructional support strategies, including peer support, have been discussed above.

Planned adaptations form the basis for students programs and are typically done in formal and informal student planning team meetings. The most common design for these meetings involves the general education teacher and the special education teacher/facilitator meeting to examine upcoming lesson and student participation. Related service staff are often included if they are available (or if their presence is necessary), and family members should always be invited. For some students, planning team membership is expanded to include the principal and one or more peers. While arranging meeting time to allow for participation by all key people involved with a student is difficult, it is an important factor in ensuring that student needs are being holistically addressed. Student planning team meetings provide the forum for a good discussion of how to adapt curriculum and how to monitor and evaluate what is occurring in the program.

The role of the planning team is to provide support to instructional staff through the development of instructional plans and support systems. Teams promote more efficient use of local resources and an increased understanding among general and special educators and families. Because planning teams meet regularly and frequently, individual student programs can be closely monitored to ensure success and to take advantage of new opportunities as they arise. Transitions to new classrooms and to new schools can be planned with steps outlined for a smooth transition. Meetings typically are short (30 minutes), task oriented (an agenda is prepared and an action plan developed during each meeting) and organized to be proactive (presentation of current status, brainstorming of solutions to any issues, ideas generated to increase participation). An excellent resource describing planning team meetings and providing planning meeting worksheets is the Vermont Statewide Systems Support Project's, Implementing Best Practices For All Students in Their Local School (1991).

As noted above, the nature of the interaction among those directly involved with a student is transdisciplinary. Hutchinson described this model in 1974, in which the various team members could learn from each other, expanding their roles (Hutchinson, 1974; Lyon & Lyon, 1980). This approach differs from both *multidisciplinary* models in which a number of professionals work independently and share observations and information and *interdisciplinary* models in which professionals and families work jointly, share information and make joint decisions, but maintain specific discipline roles. In a *transdisciplinary* model, not only do families and professionals work jointly in assessment, they also practice role release, sharing general information about their discipline and performance competencies. In this model, it is expected that all members of the team cross typical discipline lines to provide service. For example, the occupational therapist should also work on communication goals as they are involved with a student; the classroom teacher should address a student's use of his limbs as they focus on a particular learning activity. For many special educators, this role change will be difficult. Strict separation of discipline responsibility and practice is unfortunately still very common. One needs only to witness the extensive pull out programs in schools. Shifting into a support role, versus an expert role will create stress for many and will necessitate examining the common discipline myths (York et. al, 1992) so firmly entrenched. Those inclusive schools responding to our survey were clear in their belief that the role of support personnel is to support students in integrated settings and that any discipline boundaries have become far more flexible. Successful heterogeneous schools "expand the body of decision makers concerned with individual student, instructional, and organizational issues..." (Thousand & Villa, 1989).

One further point bears mention. In order for members of a planning team to be truly effective, skills in how to collaborate must be learned and practiced. Collaborative consultation is defined as "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems." (Rainforth et al., 1992). Collaboration is probably more easily defined than done. Teaching can be an isolating profession. Unless specifically planned, teachers have virtually no contact with other teachers except in the staff room, in teacher meetings or passing in the halls. As we work to "generate creative solutions to mutually defined problems," members of student planning teams will need to learn how to collaborate with each other. The skills demanded are similar to those teachers expect from their students in cooperative learning structures.

Some of the key characteristics of team members are:

a. to treat each other as individuals
b. to accept and appreciate differences in others
c. to be flexible, especially when faced with stress
d. to be active, participatory and productive
e. to be willing learners
f. to communicate in constructive ways
g. to be willing to share work, responsibilities, accolades and failures
h. to bring problem solving and collaborative values to the group

Data Gathering Procedures

Decisions about student progress are best made when information from a variety of sources is examined. Certainly the perceptions of family members, friends and educators about an individual's participation and ability are relevant. These perceptions are not sufficient, however to ensure that a student is gaining the most he can from his school program. Strategies for gathering more objective data are helpful in modifying the procedures we use in providing services. In surveying inclusive programs, all those responding indicated that some form of data is gathered. Some of the most common methods used are narrative entries in a journal, anecdotal reports, accumulated work examples (student portfolios), assessment worksheets, self-monitoring data sheets, charts and graphs, home-school communication and pre-post measurement. Data are collected anywhere from daily to a pre-post measure over a semester, but most commonly reported to be done at least weekly. One integration facilitator described data collection in this way:

> *The frequency of data collection is a function of the nature of the objective and the expected rate of acquisition. Data on regular curriculum content may follow the regular evaluation schedule (e.g. unit test every 3-6 weeks, weekly facts tests, and writing portfolios) or involve daily data collected by a special assistant (e.g. counts of class participation via augmentative communication system, spelling test scores, or length of time appropriately engaged in a whole-class activity).*

What is clear in observing inclusive programs is that data gathering procedures must be easily managed and unobtrusive. The massed trial instructional practice common in the past in teaching and tracking discrete skills does not easily transfer to general education settings. For one thing, the learning environment cannot be controlled to allow for such a clean approach to providing prompts and corrections and for another, undue attention is called with some forms of instruction and data collection.

What is suggested is a clear definition of the specific objectives in each routine or classroom activity, a written description of instructional procedures to be followed for targeted skills, and easily managed data sheets to note student performance to be available to each person responsible for the student's program. Documentation can be made after activities, either immediately following an activity or at the end of the day if recall is not a problem. What is critical is whether the information gathered is used to make decisions. Data collected should be the basis for discussions in the planning team meetings about adjustments to a student's program. An example of an instructional program/data collection instrument developed by Carolyn MacMillan and Morgen Alwell for a student at John Muir School in Berkeley, California follows page 99. Its convenient size and format are especially helpful. It should be noted that the "instructor" could be one of Jonathan's peers, or that a peer could assist with program generalization opportunities.

Supportive Planning Strategies

An emerging practice in planning for individual students involves expanding the members who offer input. Successful inclusion implies membership, natural support and the understanding of the interdependence of people in communities. The practices of the seventies and early eighties in terms of community based education demonstrated the importance of focusing on quality of life for individuals through identification of a criteria of ultimate functioning (Brown et al., 1976). The scope of education expanded into those areas which would enable participation in all aspects of life, for example involvement in natural, integrated recreational and social situations.

It became obvious that identifying these environments and activities was not something that educators could do using a curriculum guide or formal assessment tool, but that it required asking significant people in the student's life to define what was really important. This letting go of the sole responsibility for having all the answers has been a relief for special educators, but also in some ways difficult. Professional judgment is not the defining factor in developing a student's educational program. The information and ideas generated by families, friends and community members are critical to success in the variety of heterogeneous environments and activities in which an individual is and will be involved.

As described above, the family interview is one of the best ways to obtain relevant information about what is critical for a student to learn. Two additional strategies, MAPS and Personal Futures Planning, also provide a means for generating meaningful information with people who are in the best position to help make decisions about what a person needs to learn. Both start from the perspective that each individual is unique and brings interests and gifts to the community.

Alwell & MacMillan (1992).

JOHNATHAN'S PICTURE SCHEDULE PROGRAM

LONG RANGE EDUCATIONAL GOAL: Johnathan will independently use a Picture Schedule Book as an aid to inform him of his daily activities.

SHORT TERM INSTRUCTIONAL OBJECTIVE: After directed to his desk, and before morning classroom activities have begun, Johnathan, given a verbal request, will open his Picture Schedule Book, choose 1 of 2 pictures, as verbally requested by instructor (from 2 pictures), push same picture (already positioned 1/2 way into photo holder by instructor) completely in the picture holder. Student will push open Schedule Book up to top,left hand corner of desk to within 1 inch of the edge. upon completion of each pictured activity and being presented with Schedule Book, Johnathan will point to requested picture and following instructor's request, Johnathan will remove picture (removed 1/2 way by instructor) completely from photo holder and give to instructor. 8/10 opportunities with 80% accuracy.

JOHNATHAN'S PICTURE SCHEDULE PROGRAM

TASK ANALYSIS	PROMPT	DON'T REINFORCE CORRECTION	R+	Date				
1. Sits at desk	DV	G-FP	Praise	+	+	+	+	+
2. opens schedule book	DV-I/DV	G-FP (on hand)	Rub shoulder	+	+	+	+	+
3. Points to picture	DV	G-FP (on hand)	Praise	6/-				+
4. Pushes picture into photo holder	G(point to picture)	DV-FP (on hand)	Praise	9/+	9/+	10 +	+	+
5. Puts book at top of desk	DV	G-FP (on hand)	Rub shoulder	+				
6. Points to picture	DV	G-FP (on hand)	Praise					
7. Pulls out picture	G(point to picture)	DV-FP (on hand)	Rub shoulder					
8. Hands picture to instructure	G (Hold out palm)	DV-FP (on hand)	Thank you					
9. Closes schedule book	DV	G-FP (on hand)	Rub shoulder					
10. Puts book on desk	G(point to picture)	DV-FP (on hand)	Slap 5					
			$\frac{\#\text{ correct}}{\#\text{oppor.}}$	$\frac{8}{10}$	$\frac{7}{10}$	$\frac{10}{10}$	$\frac{9}{10}$	
			%	80	70	100	90	
			Instruct.					

INSTRUCTIONAL PROCEDURE

SETTING Room 8, Johnathan's classroom, to occur during class time once at the beginning of the school day. Nothing else on desk.

MATERIALS: Johnathan's Daily Schedule, Picture Schedule Book, box of pictures containing his daily activities., data sheet, pencil.

PROCEDURES:
-Forward Concurrent Chain
-Sd for beginning program:
  Requesting that Johnathan sit in his chair at his desk.
  Sd for change of activity picture:
  Placing the Picture Schedule Book in front of Johnathan.
-Steps 3, 4, 6, 7, and 8 recycled for a number of trials with in each session.
-Prompt fade strategy (see second sheet).
- Responses to occur within approximately 3 seconds of prompt.
- Correction (see second sheet).
- Criterion for Movement: Fade after 6/6 opportunities correct for each step.
- Reinforcement-use rubbing shoulder, verbal praise and slap 5.
-Johnathan is to be instructed in the use of his Picture Schedule every school day.

MEASUREMENT:
-Score + for anticipated correct response
- Score + for correct at current prompt level
- Score - for incorrect or no response at current prompt level

On steps 3, 4, 6, 7 and 8 if student performs skill 8/10 at current prompt level score a "+". If student scores less than 8/10 at current prompt level score a "-". Mark correct number in corner of task analysis square.

Collect data twice a week. Count number correct. Graph.

GENERALIZATION STRATEGIES: Johnathan to use same picture scanning skills in Conversation Book Program

NEXT OBJECTIVE: Same objective as above, placing photos 1/4 of the way "in' or "out" when placing in or removing.

MAPS (McGill Action Planning System, Forest & Lusthaus, 1989; 1990), is a planning process designed to assist those people intimately involved with a student to create a truly individualized support system. Unlike some planning processes that focus on identifying and remediating student deficits, MAPS builds an understanding of who the individual is from the perspective of those who know her best. By addressing an individual's strengths, gifts, talents and the dreams and nightmares people have for that person, team members can be sure they are really focused on what the student needs to be a valued, participating member of an interesting world.

As described by Forest and Lusthaus (1990), team members (which include family, friends, and educators), begin by talking about the student's history, providing important information to establish a better understanding of this person. Each member of the group is asked to say what their dream for the student is; the future they would like to see for this person, and not simply what they think is possible. Nightmares, those things people are afraid might happen, are also shared, so that each person on the team can express what they are worried about and take steps to assure that these nightmares won't be realized. The team shares words that describe who the student is and what his/her strengths, gifts and interests are, allowing a picture to emerge of the uniqueness of this person. This sharing process develops a sense of community around one individual, a shared understanding to use as a base for determining what the individual's needs are and how they can be met. It also establishes a sense of responsibility for this person's success. Through the MAPS process team members define an ideal day for the person, citing responsibility for each team member for supporting that ideal day. This sense of responsibility is critical in transcending the limits of the service system, which by its nature tends to view and serve individuals as part of a group. It recognizes the informal resource systems that are available and underutilized (O'Brien, 1987).

Personal Futures Planning is a similar process that encourages friends, family and community members to design a desirable future for an individual. Like the MAPS process, members generate information around five basic questions designed to establish the current lifestyle of the individual and then focus on a plan to support a desirable lifestyle. A complete sample for each of these processes appears on the following pages, with thanks to Debbie Tweit, Mary Ellen Sousa, and the Brooks family. Additional information on the processes themselves follows Mike's Map (Tweit & Sousa, 1990).

Five quality of life areas based upon the work of O'Brien (1987) and described by Diane Browder (1991) are:

a. Community presence- the individual's participation in the community environments available to anyone.

b. Choice- the individual's opportunity to make decisions in their life about things that affect them. Choice is critical in gaining and maintaining some control in life.

c. Competence- the ability to care for one's self and to participate in meaningful activities.

d. Respect- having a valued place in the community; being seen as important to the community.

e. Community participation- refers to social relationships, friendships with people who are not immediate family.

As team members share around these key elements, they build a personal future through seven basic steps:

1. develop a personal profile of the focal person, emphasizing strengths and capacities;

Notes from Mike's Meeting

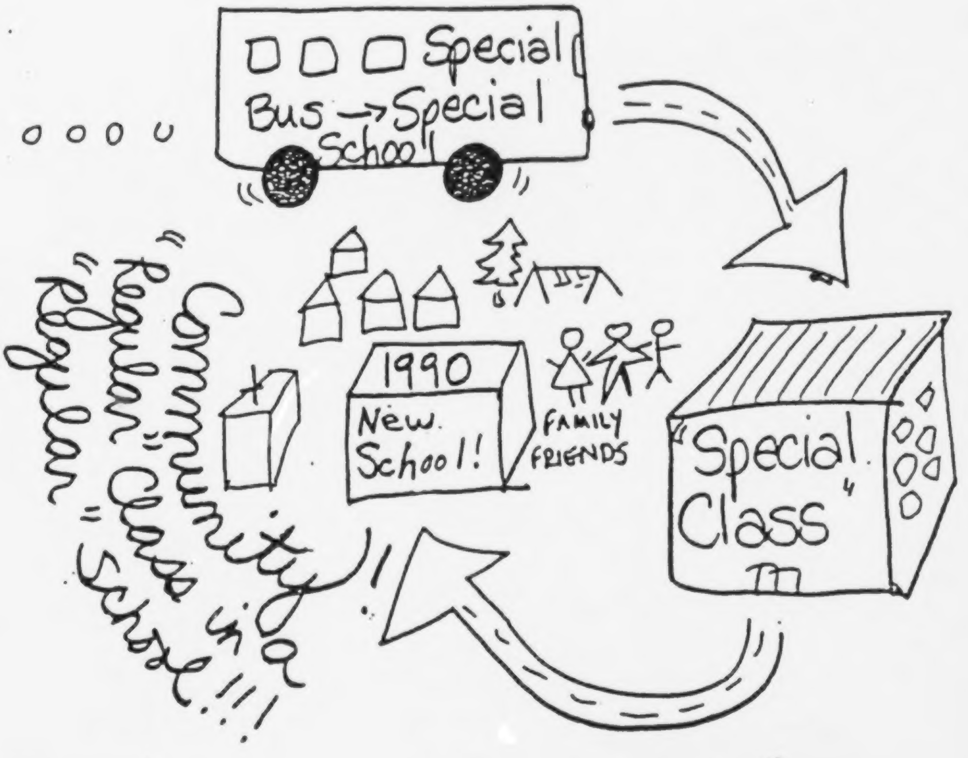
May 30, 1990

Content By: Mike's Friends, Parents, Teachers... with agreement from Mike

Recorded By: Mary S.M.

Mike's Map...

his story...


Special Bus → Special School!
1990
New. School!
FAMILY
FRIENDS
"Special Class"
"Community" "Regular" Class in a "Regular" School!!!

Changes for **Mike**, Changes since his arrival:

...people are nicer to each other; he knows how to "ignore" us now!; he can drop-kick a ball; he knows what he can do now; he makes it easier for people to be nicer to each other; he doesn't interupt class anymore ...very much; we don't need to "pick buddies" for Mike no. he can do it himself!; he has more friends; says whole sentences

dreams we have for, and with, Mike!

... to grow up with his friends

... to learn how to read

... to have friends (lots)

... to have a job someday and make $

... to be a "regular guy"

... to have confidence and be happy

... to travel thru school and beyond!

... to go to college, be a successful businessman & make lots of $!

... to have opportunitie to help people, teach people

Yes, we have even More Dreams.

. . . to have a nice house, get married and be as independent as he can

. . . to be a professional athlete (run? baseball?

. . . to have lots of friends who don't make a big deal out of his difference

. . . to not have to take his medicine anymore

. . . to keep going thru school with his friends

Nightmares

scary stuff we DON'T want to happen!

... friends who "drop" him

.... being forced to stay in Gr. 4 (when friends go to Gr. 5)

... people hurting Mike's feelings, leaving him out

... being alone, homeless

... bad teachers

... getting hit by a car

... people treating him "different"

... people rejecting Mike

... having to take medication forever

... forcing Mike to go back to his old school

... getting lost — people not understanding that he might need help

... becoming isolated

... riding motorcycles

WHO IS Mike?

... likes people ... is smart ... likes purple ... is cool ... is fun ... friendly ... likes burritos ... likes kids ... has a loving heart ... funny ... cute ... likes to run ... enjoys movies and recess ... likes us and our class! ... confident ... is fun to make jokes with ... observant ... a guy who likes his Mom and Dad ... likes to smile ... caring ... talkative ... likes hugs ... fun ... loves the turtle and playing with his hands. loves all animals ... likes music and singing ... loves being "twirled around"! ... likes a school where they teach him good thing

Things Mike Needs:

- To be with his friends
- Teachers who love him
- Continue to go to his neighborhood school
- Make new/more friends
- Stay safe in the street
- Go to "regular" summer school
- The opportunity to make choices and help making them
- To learn new things
- 'Someone exactly like Mrs. C
- To feel comfortable, active, busy, included
- To continue learning how to express himself
- Continue learning how to walk safely
- Do what other kids are doing
- For people not to make fun of hi
- The understanding/support of frier

BEST COPY AVAILABLE

Action Plan

1. Mike goes to grade 5!!
2. Hold an I.E.P. meeting to plan the "specifics"
3. Have a class meeting in September so Mike can meet all the new kids
4. Start planning for middle school (during next year).

Final Thoughts...

Mike has had an impact on this class... he's come a long way... it's different, better with Mike here... kids do it best! ... Mike is going to make it because of all of "us"... we're thankful to be friends... people should look at people's "insides" first.

2. review issues and trends in the surrounding environment that are likely to influence the quality of the focal person's life;
3. create desirable goals for the future, including vocational and residential options within the community;
4. identify obstacles and opportunities within the general community;
5. identify implementation strategies related to the desired outcomes;
6. establish priorities for implementation;
7. identify additional issues that may restrict community participation. (Malette, Mirenda, Kandborg, Jones, Bunz, & Rogow, 1992).

Through this process, relevant objectives can be identified and equally important, the necessary support to reach a desired future. For example, in building a personal future for Amy, a 21 year old woman, friends, relatives and service providers brainstormed what works for Amy and what doesn't, and her capacities, gifts and interests, in order to generate ideas for living and working situations. They also identified the assistance she would need to be successful. When interested people are part of meaningful planning for a friend or family member, they are more likely to participate in supporting that plan.

For children, whose primary environment during the day is the school, the school is the community to consider. It is critical, however, to examine participation across all environments, not only the school.

Team meetings, by their nature are dynamic processes. They are meant to generate new information, new understandings, to clarify issues, to share problems and successes and to identify strategies for supporting students. Effective team meetings are outcomes-oriented and efficient in their use of time and resources. Establishing certain critical roles is an important first step. The facilitator provides direction to the group, keeping things moving, clarifying comments if necessary, checking for understanding, making sure all members contribute. The recorder is also a key role, creating a written record of the meeting to encourage thoughts and ideas and to assure that people's contributions are not lost. Creative recording strategies that combine visual illustrations and written information are very helpful in stimulating discussion. Information on the use of these type of strategies can be found in Mount & Zwernick's (1988), It's never too early, it's never too late: A booklet about personal futures planning.

The success of educational services has been evaluated in a number of different ways. One common theme is outcomes. What impact are our services having on the life of this person? It would seen that at least one critical measure of outcomes has to be the involvement of non-paid people, friends, and acquaintances in the lives of our students. When students have been separated, it may be necessary to invite others to participate. Support planning strategies such as MAPS and Personal Futures Planning are common sense approaches to community involvement.

Date: 5-21-92

Profile for:

AMY

People who helped make this profile:

Amy
Don
Linda
Cindy
Kim

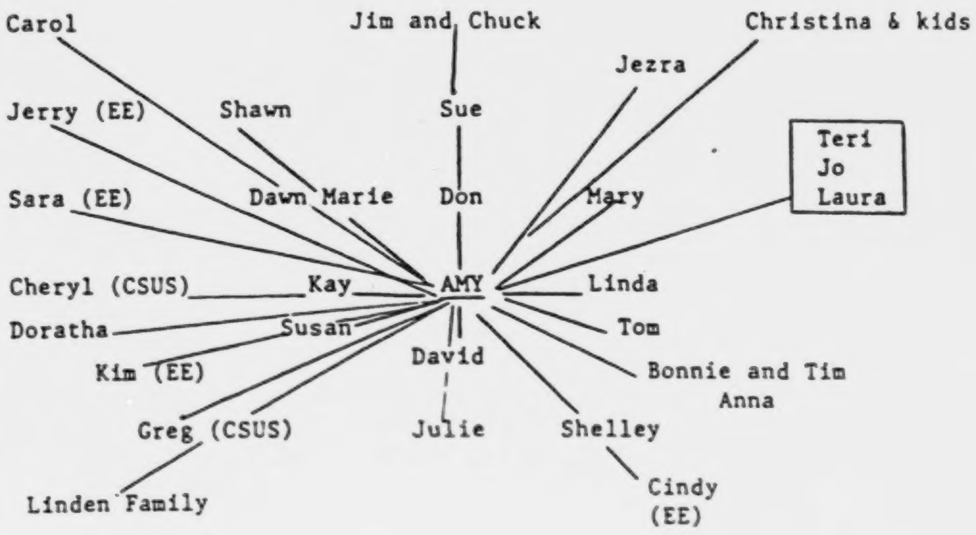
Tom
David
Shelley
Mary
Dawn Marie
Carol

People's comments on making or reviewing the profile:

Personal History

Amy is a 22 year old woman with brown hair and blue eyes. She currently resides in her own home with 3 other roommates. Amy was born in the Sacramento area and resided with her family until the age of 16. She participated in special educational programs throughout her educational career. At the age of 16, Amy moved to a 14-bed ICF/DD-H facility. This placement was selected because of their ability to deal with Amy's seizure disorder that continues to be uncontrolled to this date. Amy's peers in that facility did not have adequate verbal skills to communicate with her, nor did they share many of her interests. As a result of her frustration, she displayed a variety of behavioral challenges and was requested to move from the facility. Following this request, Amy resided in a number of community residential placements, primarily 6-bed facilities. Each of these placements was unsuccessful due to the complexity of managing Amy's seizure disorder and behavioral challenges. After a brief stay in each of these homes, Amy was asked to leave. Following each move, Amy became more difficult to manage as she became frustrated at her lack of success. She returned to her family home in 1990. Following an unsuccessful statewide search for an appropriate existing program that could assist Amy in residing out of her parents' home, a circle of support was developed. This circle began assisting Amy in planning for a move to her own home. Amy moved into a 4-bedroom house in July, 1991. She currently resides with two paid roommates, one of whom has been with her since July, 1991, and a fourth roommate that is a client of the regional center. Because of the frustration Amy experienced in her licensed board and care facility placements, Amy still expresses a great deal of insecurity about her present living arrangements. Many of the behavioral challenges that existed in her previous placements continue to this day; however, the intensity and frequency of her outbursts have decreased significantly. Her roommates have developed a variety of strategies for assisting Amy to get through difficult days prior to her seizure activity. Amy indicated that a highlight during her life was that she had two goldfish named Sam and Peanut Butter. She won them at a school carnival and took care of them by feeding them every day.

Relationships Map


Carol
Jim and Chuck
Christina & kids
Jezra
Jerry (EE)
Shawn
Sue
Teri
Jo
Laura
Sara (EE)
Dawn
Marie
Don
Mary
Cheryl (CSUS)
Kay
AMY
Linda
Doratha
Susan
Tom
Kim (EE)
David
Bonnie and Tim
Anna
Greg (CSUS)
Julie
Shelley
Linden Family
Cindy (EE)

Barriers to strengthening the person's network of relationships:

Unpredictable behaviors.
Limited ability to use public transportation.
Limited access to recreational and social opportunity in the community.
Difficulty managing behaviors prior to seizure activity.
Uncontrolled seizures.
Lack of telephone skills.
Sometimes wants to be left alone.
Dependent on others for care and supervision.

Ideas for renewing and strengthening existing relationships and forming new ones.

Places Map

Sacramento State

AAA

ARC aerobics class
or
ARC walking track

North Highlands Community Center (volunteer work for senior lunch)

Community activities

Purchasing lunch

Burger King, McDonald's, Pioneer Chicken

Purchasing healthy snack

Lucky's

Albertson's

Regional Transit and light rail

Family home

La Bou

Raley's

Various malls

Parks

Baker Ben's Donuts

Pet store

Barriers to sharing more community places and activities:

Unpredictable behaviors.
Limited ability to use public transportation.
Limited access to recreational and social opportunity in the community.
Difficulty managing behaviors prior to seizure activity.
Uncontrolled seizures.
Lack of telephone skills.
Sometimes wants to be left alone. Dependent on others for care and supervision.

Ideas for increasing the community places and activities the person shares with other people

Beauty salons
Shopping
Free concerts
Country rock
Zoo and parks
Swimming

Bowling
Yogurt restaurants
Coffee outings
Tower Records/Tapes
Out for pizza
Carnival/amusement parks

Roseville Auction
Marineworld
American River (lunch on a bea
Old Sacramento (riverboat or t
ride)
Jazz Festival/Blues Festival

Continued from "Ideas for Increasing the community places and activities the person shares with other people":

Ferry to Alcatraz
Trip to San Francisco
Boxing
Wrestling
College clubs
Volunteers from colleges
Church activities
YMCA/YWCA
Parks & Recreation activities

What works for the person	What doesn't work for the person
Giving Amy control.	Grumpy people around her.
Teasing	Power struggles
Good sense of humor.	Rushing
Talking	Repeated requests during stressful periods.
Spontaneity	Seizures.
Variety	
Routine with options.	
Happy people around her.	
Time and space to regroup (time-out)	
Incentives.	
Reasons for requests/Explanations	

Barriers to offering the person more of "What Works"?

Ideas for offering the person more of "What Works"?

Capacities, Gifts, and Interests

Great paper-shredder.
Great sense of humor.
Good memory
Perseveres
Likes music, dancing and singing (Southern music and Oldies, and Rock-N-Roll (Chuck Berry).
Likes to go places (out to eat, out for coffee).
Shelley likes her because she is good at games.
Likes having her toenails and fingernails painted.
Matches clothes.
Enjoys jewelry and dressing up.
Enjoys folding laundry.
Likes cooking.
Good at puzzles.
Enjoys going to the park.
Car rides.
Swinging
Enjoys cleaning out cars.
Likes making money.
Brings joy.
Makes other people act silly.
Reminds everyone they are human.
Inspires creativity.
Likes to meet people (in high places).
Good P.R.
Can make small purchases.
Knows how to wait for change.

Barriers to discovering or expressing capacities, gifts, and interests?

Seizures
Wants to make decisions but can't read.
Doesn't always express desires.
Gets frustrated.

Community people, places, & asssociations the person might share interests with?

Note: Be careful of generality. Some people's interests, gifts, and capacities are hidden; so focus on this aspect of the person's life will make a big difference. Don't cover over a lack of knowledge of capacities with vagueness.

Necessary Assistance

Support to health and well being:

Seizure disorder: Sees Dr. Gabor of UCD Med. Center. Takes a variety of seizure medications. Wears protective headgear.

Has paid roommates to provide supervision during all waking hours.
Receives regular blood levels.
Immunizations are up-to-date.

Assistance to deal with practical aspects of disability:

Supervision must be provided in all activities.
Wears protective headgear.
Medication for seizure activity.

Assistance with learning:

Receives services of Sacramento County Office of Education, as well as services of Employment Enterprises.

Assistance to deal with the threat of poverty:

Amy receives SSI.

	Own choices	Choices made by person with support	Choices made by others
Think about Daily activities Routine scheduling Money matters Major Choices: Where to live Who to live with Where to work	Chooses what she wears the next day; Timelines; What she wants to do after work; Dinner; Breakfast; Music; Activites for home and leisure; Videos; Bedtime; Weekend get-up time; Private time; Stop and take a rest.	Go places outside the house; Activities outside the house; Purchasing clothing; Personal item; Where to live; Who to live with.	Amount of food she eats; Medical.

What back-up does the person have if bad choices get made?

What help does the person get to become more autonomous and responsible?

Images of a Desirable Personal Future

Improved phone skills.
Paid job with flexible employer, flexible timelines and independence (not a shared job).
Big paycheck.
Paper shredding job (possibly Corporate Tower Records, West Sacto.)
Good benefits.
Increased responsibility around the house.
Increased community access.
Better seizure control.
Shopping for own clothes.
Packing own lunch.
Work mat on floor and kitchen.
Occupational therapy assistance.
Increased exercise opportunities.
Increased recreational opportunities (in and out of home).

What are the biggest barriers to moving toward this future?

Helmet

What opportunities are there to move toward this future?

VI. CLOSING

This manual has been a collaborative effort to bring together information from a variety of sources, including the California and Colorado Systems Change Projects and their work with a variety of teachers, parents, schools, and districts; the California Research Institute on the Integration of Students with Severe Disabilities at San Francisco State University; teachers and administrators nationwide who graciously responded to our surveys with thoroughness and enthusiasm, and the current literature in the field on effective, inclusive practices. We acknowledge that this is an initial effort in this area. A great deal of work remains to be done in refining and evaluating our experiences with inclusive education, and in sharing these successful practices with the full education community.

We hope that readers will accept this challenge and continue to work toward inclusive education of all students. As noted in the Introduction, inclusive education is now viewed nationwide as a critical component of the overall general education reform agenda (cf., Sailor, Gee, & Karasoff, in press). We must bring this awareness to our local schools and communities, and work collaboratively to restructure education for the benefit of all students. We have been presented with an exciting, dynamic challenge. We hope that you will be active participants in this change process, and that your students will be direct beneficiaries of its outcomes.

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APPENDIX A

National Full Inclusion Site Network

CALIFORNIA RESEARCH INSTITUTE
ON THE INTEGRATION OF STUDENTS WITH SEVERE DISABILITIES

National

Full Inclusion

Site Network

NATIONAL FULL INCLUSION SITE NETWORK

Last year CRI set out to identify full inclusion programs throughout the nation and the Pacific jurisdictions. To accomplish this task we asked personnel from statewide systems change projects, LRE projects, State Departments of Education, and "experts" in the field to identify full inclusion programs. CRI provided a definition for full inclusion to give these individuals a clear understanding of what CRI means when using the term full inclusion. The definition is as follows:

- Zero rejection;
- There is a natural proportion of the students with severe disabilities at a school site and assignment to general education classrooms;
- Primary membership for the student with disabilities is in an age-appropriate general education classroom;
- No special education classroom exists, except as a place for integrated activities and available to a variety of educational support programs;
- The IEPs for the students with severe disabilities are written and implemented by both the general and special education teacher, and the ancillary staff;
- The students with disabilities receive support within the general education program from special education staff; and
- Students with disabilities attend the school that they would attend if nondisabled, or a school of choice within a reasonable transportation distance.

Programs identified were then asked to complete a checklist in order to provide us with some specific information regarding their programs.

It is important to note that CRI has not had the opportunity to visit all of these school sites and/or validate their full inclusion efforts. We present this list based on the sites' indicating that they wished to be included on a national list of full inclusion programs.

The list of schools that have consented to being published is attached. We hope that this list will be helpful to parents and educators who may wish to network with schools who value and support full inclusion practices for children with severe disabilities.

FULL INCLUSION SITES

ARIZONA

Paradise Valley Unified (Suburban)

- *Aire Libre Elementary* – K-6, 600 students
- *Arrowhead Elementary* – K-6, 731 students
- *Desert Shadows Middle School* – Grades 7-8, 944 students
- *Larkspur Elementary* – K-6, 731 students
- *Liberty Elementary* – K-6, 650 students
- *Sunrise Middle School* – Grades 7-8, 986 students
- *Village Vista Elementary* – K-6, 944 students
  Contact: Jennifer Campbell (602) 493-6260
  Paradise Valley Unified
  3540 E. Cholla
  Phoenix, Arizona 85028

CALIFORNIA

Cajon Valley Union School District (Suburban)

- *Rancho San Diego Elementary* – Principal: Paul Nelson, K-6, 550 students
  Contact: Linda Choy (619) 588-3215
  4207 So. Tropico Drive
  La Mesa, California 91941

Colusa County Office of Education (Rural)

- *Colusa High* – Principal: Dr. Jim Lutz, Grades 9-12, 380 students
  Contact: Debbie Doss (916) 458-8891
  Colusa County Office of Education
  400A Fremont Street
  Colusa, California 95932
- *Kids County Preschool* – Director: Vicky Meyers, Preschool, 35 children
  Contact: Molly Peterson (916) 473-2777
  Kids County Preschool
  5758 Hankins Road
  Williams, California 95987
- *Williams Elementary* – Principal: Anthony Katsaris, K-3, 325 students
  Contact: Kim Morris (916) 473-2885
  Williams Elementary
  P.O. Box 7
  Williams, California 95987

Colusa Unified School District (Rural)
- *Burchfield Primary School* – Principal: Linda Denton, K-3, 489 students
  Contact: Linda Denton (916) 458-5853
  400 Fremont
  Colusa, California 95932

El Dorado County Office of Education (Rural)
- *Edwin Markham Middle School* – Principal: Knute Momberg, Grades 6-8, 500 students
  Contact: Dona Meinders (916) 622-7130
  El Dorado County Office of Education
  6767 Green Valley Road
  Placerville, California 95662

Lemoore Union High School District (Rural)
- *Lemoore High* – Principal: Michael Cawley, Grades 9-12, 1400 students
  Contact: Michael Cawley (209) 924-6600
  Lemoore High
  101 E. Bush Street
  Lemoore, California 93245

Livermore Joint Unified School District (Suburban)
- *Christensen School* – Principal: Arnold Moore, Grades 1-7, 759 students
  Contact: Lisa Celniker Burhart (510) 449-6981
  3663 Jerrold Road
  Livermore, California 94550

Lassen County SELPA (Rural)
- *McKinley Elementary School* – Principal: David Burriel, K-4, 1200 students
  Contact: Mary Ann Murin (916) 257-5161
  McKinley Elementary School
  4th Street
  Susanville, California 96130

Napa Valley Unified School District (Suburban)
- *Carneros Elementary* – Principal: Bonnie Broxton
- *Salvador Elementary* – Principal: Susan Wight, K-6, 200 students
- *Shearer Elementary* – Principal: Lou Martin
  Contact: Pamela Schmidt (707) 253-6904
  Salvador Elementary
  1850 Salvador Avenue
  Napa, California 94558

Santa Cruz County Office of Education (Rural/Suburban)

- *Harbor High* – Principal: Ken Thomas, Grades 9-12, 1150 students
  Contact: Debbie Zehnder (408) 625-1295
  4380 Nicker Court
  Soquel, California 95073
- *Quail Hollow Elementary* – Principal: Paula Simmons, K-6, 662 students
  Contact: Paula Simmons (408) 336-5193
  Quail Hollow Elementary
  6134 Highway 9
  Felton, California 95018

Shasta County Office of Education (Rural)

- *Shasta Community College* – College age, 5,600 students
  Contact: Kandis Lighthall (916) 222-0582
  3200 Adams Lane
  Redding, California 96002

Yolo County Office of Education (Suburban)

- *North Davis Elementary* – Principal: David Madrigal, K-6, 600 students
- *Valley Oak Elementary* – Principal: Connie Coughran, K-6, 600 students
- *West Davis Elementary* – Principal: Norm Enfield, K-3, 780 students
  Contact: Linda Brooks (916) 757-5470
  Valley Oaks Elementary
  1400 E. 8th Street
  Davis, California 95616

COLORADO

Adams County School District #14 (Urban)

- *Hanson Elementary School* – Principal: Peter Bonaker, Pre-5, 280 students
  Contact: Paula Farkas/Peter Bonaker (303) 288-9715/289-3943
  Hanson Elementary School
  7133 E. 73rd Avenue
  Commerce City, Colorado 80022

Boulder Valley Schools (Suburban)

- *Louisville Elementary School* – Principal: Arnold Levihn, K-5, 520 students
  Contact: Arnold Levihn (303) 666-6562
  Louisville Elementary School
  400 Hutchinson
  Louisville, Colorado 80027

Weld County School District #6 (Rural/Suburban)
- 21 Schools – Pre-12, 11,850 students
  Contact: Marilyn Minors (303) 352-1543
  Weld County School District #6
  Pupil Services
  811 – 15th Street
  Greeley, Colorado 80631

GUAM

Guam Department of Education (Suburban)
- *Wettengel Elementary* – Principal: Teresita Mantanoña, K-5, 770 students
  Contact: June DeLeon (671) 649-1064
  Guam Department of Education
  P.O. Box DE
  Agana, Guam 96910

ILLINOIS

DeKalb School District #428 (Rural)
- *Chesebro* – Principal: Larry Fullerton, K-4, 316 students
  Contact: Jill Wennmaker (815) 895-2032
  Chesebro
  900 Garden Street
  DeKalb, Illinois 60115
- *Clinton Rosette Middle School* – Principal: Tom Burski, Grades 5-6, 601 students
  Contact: Tom Burski/Lisa Gorchels (815) 758-7433/758-2484
  Clinton Rosette Middle School
  650 N. 1st Street
  DeKalb, Illinois 60118
- *Huntley Junior High* – Principal: William Sanders, Grades 7-8, 500 students
  Contact: William Sanders/Anne Crowe (815) 758-7434/758-0118
  Huntley Junior High
  821 S. 7th Street
  DeKalb, Illinois 60115

Illinois District #135 (Suburban)
- *Orland Center School* – Principal: Robert Blain, K-3, 604 students
  Contact: Mary Wells (708) 349-5382
  Orland Center School
  9407 W. 151st Street
  Orland Park, Illinois 60462

Illinois District #204 (Suburban)
- *McCarty School* – Principal: LoAnne Worth, K-5, 674 students
  Contact: LoAnne Worth/Tina Burnett (708) 820-1200
  McCarty School
  3000 Village Green Drive
  Aurora, Illinois 60504

Oakbrook/Butler #53 (Suburban)
- *Brook Forest* – Principal: John Jackson, K-5, 380 students
  Contact: Michael Raczak (708) 325-6888
  Brook Forest
  60 Regent Drive
  Oakbrook, Illinois 60521

IOWA

Cedar Falls Community Schools (Suburban)
- *Helen Hanson Elementary School* – Principal: H. James Jackson, K-6, 494 students
  Contact: H. James Jackson (319) 277-1194
  Helen Hanson Elementary School
  616 Holmes Drive
  Cedar Falls, Iowa 50613

Storm Lake Community Schools (Rural)
- *East Elementary* – Principal: Ed Rude, K-6, 475 students
  Contact: Lori Porsch (712) 732-2257
  Arrowhead Area Education Agency
  628 Geneseo Street
  Storm Lake, Iowa 50588

KANSAS

East Central Kansas Cooperative in Education Interlocal District #614 (Rural)
- *Baldwin Elementary School* – Principal: Tom Mundinger
- *Baldwin Junior High* – Principal: Chryss Brunner, Grades 6-8, 242 students
- *Nottingham Elementary* – Principal: Thomas Jerome, K-6, 510 students
  Contact: Caren Lowe/Debbie Mathews (913) 594-2737
  East Central Kansas Cooperative in Education
  717 High Street
  Baldwin City, Kansas 66006

KENTUCKY

Kenton County Board of Education (Rural/Suburban)

- *Kenton Elementary* – Principal: Charlie Miller, Pre-5, 470 students
- *Taylor Mill Elementary* – Principal: Gayle Helmer, K-5, 706 students

  Contact: Mike Burge (606) 331-7742
  Ft. Wrigth School
  501 Farrell Drive
  Covington, Kentucky 41011

MAINE

Maine S.A.D. #4 (Rural)

- *Benton Elementary School* – Principals: Suanne Giorgetti & John Bacon, Grades 1-6, 810 students

  Contact: Suanne Giorgetti (207) 453-4941
  Benton Elementary School
  62 Old Benton Neck Road
  Benton, Maine 04937

Waterville School District (Rural/Urban)

- *Brookside Elementary School* – Principal: Nora Murray, Grades 1-3, 622 students

  Contact: Nora Murray (207) 873-0695
  Brookside Elementary School
  Drummond Avenue
  Waterville, Maine 04901
- *Waterville Junior High School* – Principal: Russell Clukey, Grades 6-8, 482 students

  Contact: Russell Clukey (207) 873-2144
  Waterville Junior High School
  100 West River Road
  Waterville, Maine 04901

MINNESOTA

St. Cloud Community Schools District #742 (Urban/Rural)

- 14 Schools – K-12, 11,000 students

  Contact: Marg Moore (612) 253-5857
  Westwood Elementary School
  5800 Ridgewood Road
  St. Cloud, Minnesota 56303

MONTANA

Corvalis School District (Rural)

- *Marion Daley Elementary*
- *Sarah Schumacher High School*

  Pre-12, 800 students combined
  Contact: Linda VonLavin (406) 961-3009
  Corvalis School District
  P.O. Box 700
  Corvalis, Montana 59828

NEW HAMPSHIRE

Haverhill Cooperative (Rural)

- 6 Schools - Pre-12, 1,796 students
  Contact: Janice Jacobs (603) 747-8158
  Special Needs Office
  RFD 2, Box 33
  Woodsville, New Hampshire 03785

Lebanon School Administrative Unit #32 (Rural)

- *Mt. Lebanon Elementary* – Principal: Geri Williams, K-3, 315 students
  Contact: Brenda Needham/Geri Williams (603) 448-1634/298-8202
  Lebanon School Administrative Unit #32
  84 Hanover Street
  Lebanon, New Hampshire 03766

NEW MEXICO

Albuquerque Public Schools (Suburban)

- *Chaparral Elementary* – Principal: Mary Ann Anderson, K-5, 940 students
  Contact: Nancy Lacher (505) 831-6314
  Chaparral Elementary
  6324 Milne Road
  Albuquerque, New Mexico 87120

NEW YORK

Syracuse City School District (Urban)

- *Edward Smith School* – Principal: Patricia Howard, K-6, 830 students
  Contact: Patricia Howard (315) 435-4650
  Edward Smith School
  1106 Lancaster Avenue
  Syracuse, New York 13210

Yorkshire–Pioneer C.S.D. (Rural)

- *Arcade Elementary & Middle School* – Prinicipals: William O'Connell or Mary Simons, K-6, 3,500 students
  Contact: James Oubre (716) 492-1350
  Yorkshire–Pioneer C.S.D.
  P.O. Box 579
  Yorkshire, New York 14173

OREGON

Lincoln County School District (Rural)

- 21 Schools – K-12, 6425 students
  Contact: Mona Glode (503) 269-4404
  P.O. Box 1110
  Newport, Oregon 97365

Tigard Tualatin School District #23J (Suburban)

- Entire District – K-12, 9000 students
  Contact: Petrea Hagen-Gilden (503) 538-6242
  Tigard Tualatin School District #23J
  13137 S.W. Pacific Highway
  Tigard, Oregon 97223

TEXAS

Iraan–Sheffield I.S.D. (Rural)

- *Iraan Elementary* – Principal: Bill McClure, Pre-5, 234 students
  Contact: Bill McClure (915) 639-2524
  Iraan Elementary
  P.O. Box 486
  Iraan, Texas 79744

VERMONT

Bakersfield School District (Rural)
- *Bakersfield Elementary School* – Principal: Judith Ouellette, K-8, 172 students
  Contact: Kathy Tefft (802) 827-6611
  Bakersfield Elementary School
  P.O. Box 17
  Bakersfield, Vermont 05441

Lyndon Town Schools (Rural)
- *Lyndon Town Schools* – Principals: George Fuller & Linda Morrow, K-8, 720 students
  Contact: Sue Keefe/George Fuller/Linda Morrow (802) 467-3737
  P.O. Box 101
  East Haven, Vermont 05837

Milton Graded School District (Rural)
- *Herrick Avenue Elementary* – Principal: Larry Messier, K-4, 777 students
- *Milton Junior/Senior High School* – Principal: Donald Bradley, Grades 7-12, 796 students
- *School Street Elementary* – Principal: Charles Ham, Grades 5-6, 262 students
  Contact: Jan Keffer (802) 893-3220
  Milton Special Services
  42 Herrick Avenue
  Milton, Vermont 05468

South Burlington School District (Suburban)
- 5 Schools – K-12, 2000 students
  Contact: Linda Piasecki (802) 658-9060
  500 Dorset Street
  South Burlington, Vermont 05403

Swanton Schools (Rural)
- *Swanton Elementary & Central Schools* – Principal: Mary Lynn Riggs, K-6, 675 students
  Contact: Mary Lynn Riggs/Cathy Quinn (802) 868-4417
  Swanton Schools
  Swanton, Vermont 05488

Washington West Supervisory Union (Rural)
- 7 Schools – K-12, 1750 students
  Contact: Zelda Zeleski (802) 244-8877
  Washington West Supervisory Union
  P.O. Box 1065
  Moretown, Vermont 05660

Winooski School District (Rural)

- *JKF Elementary & Winooski Middle/High Schools* – Principals: Rod Ross & Sandi Tanquay, Pre-12, 775 students
  Contact: Richard Villa (802) 655-9575
  80 Normand Street
  Winooski, Vermont 05404

WASHINGTON

Central Kitsap School District (Suburban)

- *Silver Ridge Elementary* – Principal: B.J. Wise, K-6, 600+ students
  Contact: B.J. Wise (206) 698-4584
  Silver Ridge Elementary
  P.O. Box 8
  Silverdale, Washington 98383

Lake Washington School District (Suburban)

- *Emily Dickinson Elementary* – Principal: Jeffrey Newport, Pre-6, 580 students
  Contact: Jeffrey Newport (206) 868-2615
  Emily Dickinson Elementary
  7300 – 208 Avenue, N.E.
  Redmond, Washington 98053

APPENDIX B

PEERS Project Inclusive Education Guidelines

PEERS

PROVIDING EDUCATION FOR EVERYONE IN REGULAR SCHOOLS

PROJECT DIRECTOR
Patrick Campbell, Asst. Superintendent/Dir.
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3567
(916) 657-5086 FAX

REGIONAL OFFICES
Tom Neary
650 Howe Avenue
Suite 300
Sacramento, CA 95825
(916) 641-5930
(916) 641-5871 FAX

Ann T. Halvorsen, Ed. D.
Ed. Psychology Dept.
CSU, Hayward
Hayward, CA 94542
(510) 881-3087 or
(415) 338-7849

Suzanne M. Gilbert
El Toro HS, Room 902
25255 Toledo Way
El Toro, CA 92630
(714) 837-8558
(714) 837-5066 FAX

Steve Johnson, Administrator
California Dept. of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3256
(916) 657-5086 FAX

Inclusive Education/ Supported Education

The following characteristics are indicators of fully inclusive programs for students with disabilities. They are meant as guidelines in planning for inclusion and also as a means for maintaining the integrity of the term, Inclusive or Supported Education.

1. Students are members of chronologically age-appropriate general education classrooms in their normal schools of attendance, or in magnet schools or schools of choice when these options exist for students without disabilities.
2. Students move with peers to subsequent grades in school.
3. No special class exists except as a place for enrichment activities for all students.
4. Disability type or severity of disability does not preclude involvement in full inclusion programs.
5. The special education and general education teachers collaborate to ensure:
    a. the student's natural participation as a regular member of the class
    b. the systematic instruction of the student's IEP objectives
    c. the adaptation of core curriculum and/or materials to facilitate student participation and learning
6. Effective instructional strategies (e.g. cooperative learning, activity-based instruction, whole language) are supported and encouraged in the general education classroom.
7. The staff to student ratio for an itinerant special education teacher is equivalent to the special class ratio and aide support is at least the level it would be in a special class.
8. Supplemental instructional services (e.g. communication, mobility, adaptive P.E.) are provided to students in classrooms and community settings through a transdisciplinary team approach.

Neary, T., Halvorsen, A., & Smithey, L. (1992). Inclusive education guidelines. Sacramento, CA: PEERS Project, California State Department of Education.

9. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, parents and related-service staff in attendance as indicated, in order to support initial and ongoing program development and monitoring.

10. There is always a certificated employee (special education teacher, resource specialist or other) assigned to supervise and assist any classified staff (e.g. paraprofessional) working with specific students in general education classrooms.

11. Special education students who are fully included are considered a part of the total class count for class size purposes. In other works, even when a student is not counted for general education ADA, s/he is not an "extra" student above the contractual class size.

12. General ability awareness is provided to staff, students and parents at the school site through formal or informal means, on an individualized basis. This is most effective when ability awareness is incorporated within general education curriculum.

13. Plans exist for transition of students to next classes and schools of attendance in inclusive situations.

14. Districts and SELPAs obtain any necessary waivers of the Education Code to implement supported education.

15. Supported education efforts are coordinated with school restructuring at the district and site level.

In summary, all students are members of the general education classroom, with some students requiring varying levels of support from special education. Hence the term "Supported Education". This term, though synonymous with "Full Inclusion", is explicit in acknowledging the importance of providing support services within the regular classroom, when necessary, to ensure a quality education program.

PEERS 1992

APPENDIX C

Individualized Program Development Forms TRCCI & PEERS, 1992

- Environmental Inventory
- Parent Interview
- IEP Objective/Classroom Schedule Matrix
- Classroom Activity Analysis Worksheet
- Critical Skills Summary

ENVIRONMENTAL INVENTORY - SCHOOL SITE

Training and Resources for Community and Curriculum Integration

Date ______________________________

Site ______________________________ Inventoried by ______________________________

1. School demographics

A. Number of classes at each grade level

B. Class sizes

C. Instructional assistants in general education classes?

D. Additional support staff/volunteers

2. General school schedule (include arrival, recess, class periods, lunch, dismissal, homeroom)

TRCCI; 1992. Calif. Dept. of Education

ENVIRONMENTAL INVENTORY - SCHOOL SITE (CONT.)

3. **Organizational structure**

   A. Administrative structure (who is responsible for what?)

   B. Department meetings? When?

   C. Faculty meetings? When?

   D. Staff duties (bus/lunch duty, etc.)

   E. Established school support teams (school governance, PTA, student study teams, school improvement plan, school site council)

4. **Peer support programs (peer tutoring, peer counseling)**

5. **School information methods (i.e., newsletters, bulletin boards, announcements)**

6. **Classes offered (secondary - i.e., journalism, photography, etc.)**

   Additional class activities offered (elementary)

ENVIRONMENTAL INVENTORY - SCHOOL SITE *(CONT.)*

7. Class registration/scheduling (procedure for enrollment)

8. Extracurricular opportunities (i.e., clubs, athletics, drama, scouts, etc.)

Procedures for enrollment

Cost(s) involved

9. Special events (i.e., graduation, homecoming, assemblies, prom, fund-raisers, class trips)

10. Opportunities for parent involvement (i.e., PTA school improvement team, etc.)

11. Safety issues

12. Special rules, considerations, expectations (student handbook, discipline policy)

ICSM
FAMILY INTERVIEW

Interview date ____________________

Student ____________________

Birthdate ____________________

Address ____________________

____

Phone (Home) ____________________ Phone (Work) ____________________

Directions to place of interview ____________________

____

Parent/Care provider's name ____________________

Other individuals to contact:

Name ____________________

Phone ____________________

Relation ____________________

Permission granted ____________________

Best time and day for contact ____________________

Phone ____________________

Best time and day(s) available for planning meetings ____________________

Local environments: ____________________

____

Medical considerations ____________________

____

____

Equipment considerations ____________________

____

____

Additional services providers (Regional Center, CCS, etc.) ____________________

____

____

Revised 6/92 • Gorevin, Kanda, Meinders, Neary, Perlroth; Training and Resources for Community and Curriculum Integration (TRCCI). Calif. Dept. of Education.

WEEKDAY SCHEDULE

Student ____

List information from the time the student gets up and goes to school until the time he/she arrives home from school and goes to bed.

MORNING ROUTINE

Student participation	Area to target	Family	Student

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TRCCI; 1992

WEEKDAY SCHEDULE

Student ____

List information from the time the student gets up and goes to school until the time he/she arrives home from school and goes to bed.

AFTERSCHOOL ROUTINE

Student participation	Area to target	Family	Student

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WEEKDAY SCHEDULE *(CONT.)*

EVENING ROUTINE

Student participation	Area to target	Family	Student

WEEKEND ROUTINE

Student participation	Area to target	Family	Student

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BEHAVIORAL AND BASIC SKILLS INFORMATION

Student ____

Activities student likes to do/does not like to do

How does s/he let you know? *(If parent is providing information)*

Interaction student enjoys/does not enjoy

How does s/he let you know?

Tell me about friendships/relationships. What are some of the things your child does with friends?

What are your dreams for you son/daughter?

Is there any additional information about your son/daughter that we haven't talked about regarding:

Communication (receptive/expressive)

Mobility

Toileting

Foods/drinks s/he likes or dislikes

Are there any behaviors of concern?

BEHAVIORAL AND BASIC SKILLS INFORMATION *(CONT.)*

How do you deal with problem behaviors?

Describe the best way for your childto learn a new skill.

Describe your child's opportunities for decision/choicemaking

List some of your child's strengths.

How does your child problem solve? Make decisions?

MEDICAL

Medications used ______________________________

When ______________________________

Physician ______________________________

Allergies ______________________________

Side effects of medication ______________________________

Impact on learning ______________________________

Other ______________________________

What things that we haven't talked about yet are important to you or other family members?

BEHAVIORAL AND BASIC SKILLS INFORMATION *(CONT.)*

	Student	**Parent**
How do you feel about the school program?		
Types of support you would like?		
What are your preferences for:		
Extra-curricular activities?		
Classes/subjects		
Activities		
Clubs		
Jobs		

	Parent
How would you like to be involved in the school?	
What is the best way for us to communicate?	
What are some of the benefits you see as a result of the school program?	

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FAMILY PREFERENCE FOR ACTIVITIES AND ENVIRONMENTS

Student ______________________________ Date ____________________

1. **List the prefered activities (not basic skills) and environments for one, two or three years from now in each of the following areas.**
   INTERVIEWER: Use your information from community inventory file and student's immediate neighborhood inventory to assist parents/care providers.

2. **After completing the list, note if it is a student or family preference for each activity.**

Domestic	S F Pref.	Recreation/Leisure	S F Pref.	School	S F Pref.	Community	S F Pref.	Vocational	S F Pref.

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INITIAL SUMMARY OF BASIC SKILLS AND CRITICAL ACTIVITIES

Student ______________________ Date ______________

	PRIORITY 1, 2, 3, 4	HIGH PREFERENCE ACTIVITIES	BASIC SKILLS													
DOMESTIC																
REC/LEISURE																
SCHOOL																
COMMUNITY																
VOCATIONAL																

Revised 6/92 Gorevin, Kanda, Neary, Perlroth; TRCCI. Calif. Dept. of Education.

PEERS

IEP OBJ./CLASSROOM SCHEDULE MATRIX

✔ = Opportunity to work on student's IEP objectives

	Classroom Schedule										
IEP Obj.											

Classroom Activity Analysis Worksheet

☐ As is ☐ Physical Assist. ☐ Adapt Materials ☐ Multi-level ☐ Curriculum Overlap

Name ______________________________ Date ______________

Activity ______________________________

Classroom activity steps	Student performance	Specific adaptations	Skills in need of instruction

Comments/Recommendations:

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PEERS

CRITICAL SKILLS SCHEDULE

Name ______________________________

Activities/Routines/Environments

Critical Skill Needs

Adapted from McGrath, 1991